



Center Point-Urbana

**2025-26 Student-Parent
Activities Handbook**

8/24

Table of Contents

TOPIC	PAGE NUMBER(S)
Statements and General Information	3-4
Activities Department Overview	7
Activity Awards	9
Attendance Requirements	10
Communication and Conflict Resolution	10
Concussion Guidelines	11
Dual Season Participation	13
Eligibility	14-19
Prerequisite Forms	19
Sportsmanship and Spectator Guidelines	19
Transportation Expectations	20
WaMaC Conference Information	20
Wednesday/Sunday Practice Guidelines	21

STATEMENTS AND GENERAL INFORMATION

Mission: Why We Exist

“The mission of the Center Point-Urbana Community School District is to develop successful, life-long learners by providing a safe and caring environment, a stimulating curriculum, and a dedicated staff working with supportive parents in a friendly, small-town atmosphere.”

EQUAL EDUCATIONAL OPPORTUNITY STATEMENT

It is the goal of the board to develop a healthy social, intellectual, emotional, and physical self-concept in the students enrolled in the school district. Each student attending school will have the opportunity to use its education program and services as a means for self-improvement and individual growth. In so doing, the students are expected to conduct themselves in a manner that assures each student the same educational opportunity.

The Center Point-Urbana Community School District does not discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. The belief in equal educational opportunity serves as a guide for the board and employees in making decisions relating to school district facilities, employment, selection of educational materials, equipment, curriculum, and regulations affecting students. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Doug Koerperich, 145 Iowa Street, Center Point, IA, 319-849-1102, dkoerperich@cpuschools.org

Board policies, rules and regulations affect students while they are on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district.

The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, are directed to the Affirmative Action Coordinator by writing to the Affirmative Action Coordinator, Doug Koerperich, Center Point-Urbana Community School District, 145 Iowa Street, Center Point, , Iowa_ 52213; or by telephoning (319) 849-1102.

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Director of the Region VII office of Civil Rights, U.S. Department of Education, John C. Kluczynski Federal Building, 230 S. Dearborn St., 37th Floor, Chicago, IL, 60604 (312) 730-1560, fax (312) 730-1576 OCR.Chicago@ed.gov, the Iowa Civil Rights Commissioner, <https://icrc.iowa.gov>, (515) 281-4121 or the Iowa Dept. of Education, Grimes State Office Bldg., Des Moines, IA 50319. (515) 281-5294. This inquiry or complaint to the federal or state office may be done instead of, or in addition to, an inquiry or complaint at the local level.

This is a mandatory policy.

Legal Reference: 20 U.S.C. §§ 1221 et seq. (2012).

20 U.S.C. §§ 1681 et seq. (2012).

20 U.S.C. §§ 1701 et seq. (20012).

29 U.S.C. § 794 (2012).

42 U.S.C. §§ 12101 et seq. (2012).

34 C.F.R. Pt. 100 (2012).

34 C.F.R. Pt. 104 (2012).

Iowa Code §§ 216.9; 256.11, 280.3 (2013).

281 I.A.C. 12.

It is the policy of the Center Point-Urbana Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Mr. John Elkin, 202 West Main St, Urbana, Iowa, 319-849-1102, jelkin@cpuschools.org. The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

Parents, guardians and community members of the district who have concerns about the district or the board may refer to the Iowa Department of Education [Parent, Guardian, and Community Concerns](#) website for resources.

NOTICE OF NONDISCRIMINATION

The Center Point-Urbana Community School District offers career and technical programs in the following areas of study:

- Architecture and Construction
- Science, Technology, Engineering, and Mathematics
- Transportation, Distribution and Logistics
- Business, Management, and Administration
- Health Science
- Human Services

It is the policy of the Center Point-Urbana Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Mr. Doug Koerperich, 145 Iowa Street, Center Point, Iowa, 319-849-1102,

dkoerperich@cpuschools.org.

GENERAL STATEMENT

This handbook is an extension of Board Policy of the Center Point-Urbana Community Schools and is a reflection of the goals and objectives of the Board. The Board, Administration, and employees expect students and staff to conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others.

This handbook and school district policies are in effect while students are on school grounds, school district property, while in school-owned and/or operated vehicles, while attending school activities, and while away from school grounds; established District policies are in effect if misconduct directly affects the good order and welfare of the school or involves students or staff.

Students are expected to comply with and abide by the school district's policies, rules, and regulations. Students failing to abide by these policies, rules, and regulations may be disciplined under established District procedures. Disciplinary measures include, but are not limited to, removal from class, detention, restriction, suspension, probation, and expulsion. Discipline may also include prohibition from participating in extra-curricular activities and referral to local law enforcement agencies.

Board Policies

All Center Point-Urbana CSD Board Policies are found on the CPU Simbli Website located at the below link. Please note various policy numbers (e.g. 401.03) may be referenced throughout this handbook.

Link: <https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=36030935>

ANTI-BULLYING AND HARASSMENT POLICY

The Center Point-Urbana School District is committed to providing all students, employees, and volunteers with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Bullying and/or harassing behavior can seriously disrupt the ability of school employees to maintain a safe and civil environment, and the ability of students to learn and succeed.

Bullying and/or harassment of or by students, employees, and volunteers is against federal, state, and local policy and is not tolerated by the board.

Accordingly, school employees, volunteers, and students shall not engage in bullying or harassing behavior while on school property, while on school-owned or school-operated vehicles, while attending or participating in school-sponsored or sanctioned activities, and while away from school grounds if the conduct materially interferes with the orderly operation of the educational environment or is likely to do so.

Complaints may be filed with the superintendent or superintendent's designee pursuant to the regulation accompanying this policy. The superintendent is responsible for implementation of this policy and all accompanying procedures. Complaints will be investigated within a reasonable time frame. Within 24 hours of receiving a report that a student may have been the victim of conduct that constitutes bullying and/or harassment, the district will notify the parent or guardian of the student.

If as a result of viewing surveillance system data or based on a report from a school district employee, the district determines that a student has suffered bullying or harassment by another student enrolled in the district, a parent or guardian of the student may enroll the student in another attendance center within the district that offers classes at the student's grade level, subject to the requirements and limitations established in Iowa law related to this topic.

A school employee, volunteer, or student, or a student's parent or guardian who promptly, reasonably, and in good faith reports an incident of bullying or harassment, in compliance with the procedures in the regulation, to the appropriate school official designated by the school district, shall be immune from civil or criminal liability relating to such report and to participation in any administrative or judicial proceeding resulting from or relating to the report.

Retaliation Prohibited Individuals who knowingly file false bullying or harassment complaints and any person who gives false statements in an investigation may be subject to discipline by appropriate measures.

Any student found to have violated or retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have violated or retaliated in violation of this

policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have violated or retaliated in violation of this policy shall be subject to measures up to, and including, removal from service and exclusion from school grounds.

Definitions

For the purposes of this policy, the defined words shall have the following meaning:

- “Electronic” means any communication involving the transmission of information by wire, radio, optic cable, electromagnetic, or other similar means. “Electronic” includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, and electronic text messaging.
- “Harassment” and “bullying” mean any repeated or potentially repeated electronic, written, verbal, or physical act or other ongoing conduct toward an individual based on any trait or characteristic of the individual which creates an objectively hostile school environment that meets one or more of the following conditions:
 1. Places the individual in reasonable fear of harm to the individual’s person or property.
 2. Has a substantial detrimental effect on the individual’s physical or mental health.
 3. Has the effect of substantially interfering with the individual’s academic or career performance. Has the effect of substantially interfering with the individual’s ability to participate in or benefit from the services, activities, or privileges provided by a school.
- “Trait or characteristic of the individual” includes but is not limited to age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.
- “Volunteer” means an individual who has regular, significant contact with students.

Publication of Policy

The board will annually publish this policy. The policy may be publicized by the following means:

- Inclusion in the student handbook,
- Inclusion in the employee handbook
- Inclusion in the registration materials
- Inclusion on the school or school district’s web site
- (other) _____

Legal Reference:

20 U.S.C. §§ 1221-1234i.

29 U.S.C. § 794.

42 U.S.C. §§ 2000d-2000d-7.

42 U.S.C. §§ 12101 2et. seq.

Iowa Code §§ 216.9; 280.3; 28;

281 I.A.C. 12.3(6).

Morse v. Frederick, 551 U.S. 393 (2007)

ACTIVITIES DEPARTMENT OVERVIEW

ACTIVITIES DEPARTMENT PHILOSOPHY

The philosophy and goal of the Activities Department at Center Point-Urbana is to aid in the academic, emotional, and social development of its students through the promotion of teamwork, sportsmanship, and athletic/co-curricular competition. The activities program is a valuable asset to the total education process, and therefore operates within the same objectives and goals of the overall educational program. Research shows that activities at the Middle School and High School levels help foster team building skills, problem solving skills, self-discipline, and self-confidence along with a number of other skills. Through the development of these skills it is believed our student-athletes will become confident, contributing members of the school community.

As an athletic department, we are committed to honoring the dignity of each person; to taking a personal interest in you as an individual; helping you grow personally while you pursue and achieve your educational and extra-curricular goals. Although we cannot guarantee your success, we strive to make your participation one that is fulfilling and will have a positive impact on you both now and in your future. The school will support your efforts, but attitudes come from you.

Good Conduct rules will be uniform for all activities. In our district, the Head Coach/Director/Sponsor of each team has the prerogative of setting additional training rules and standards of behavior and discipline that are reasonable for the team. This could entail a clear understanding of what is expected by the player and the coach in terms of personal appearance and conduct. The activities department will work with the coach/director/sponsor in carrying out the policies governing his/her activity as long as they are reasonable and do not conflict with basic school policy.

A student's association with the activities program is voluntary. But in addition to the rules and regulations governing all students, you must be willing to take on the additional obligations of self-discipline and team-discipline that are necessary to be committed to an extra-curricular activity. Time management and organization are critical to your success so that you can balance your commitments of participation while maintaining high academic standards. When you become a member of a team, you're an integral part of the team's success regardless of your role. Commitment, sacrifice, discipline, organization, etc. are not only qualities that will help you have a rewarding experience but will help you succeed well into your future.

When representatives from other schools visit our campus, we expect they shall be treated with the courtesy and hospitality afforded to all guests. When we are guests on another campus, we expect you to conduct yourself properly. Likewise, you should be a person of high character and model respectful behavior both home and away. Character, integrity and ethics are foundations of good sportsmanship and are among the high ideals of your participation in extra-curricular activities.

We wish to excel in all activities and all programs conducted in the name of Center Point-Urbana Schools. Within the limitations of the objectives of similar schools in the WaMaC Conference, the official rules and regulations of the Iowa High School Athletic Association (IHSAA) and Iowa Girls High School Athletic Union (IGHSAU) which govern our programs, and our financial ability, we are determined to do our best to field competitive, well-coached teams. Our high standards include composed student-athletes who represent our school with pride, enthusiasm, loyalty and sportsmanship.

Our hope is that your academic and athletic experiences at Center Point-Urbana Schools will hold satisfaction and rewards that will continue to enrich your life long after you graduate.

ACTIVITIES DEPARTMENT GOALS AND OBJECTIVES

1. To develop in each student the proper attitude toward success and failure. Each student should learn how to win and lose gracefully. Each student should be aware that winning is important but not most important and that losing is no disgrace.

2. To expose as many students as possible to healthy competition.
3. To develop character and appreciation of the value/importance of citizenship in all students.
4. To develop the participants physically, emotionally, intellectually, and socially.
5. To promote academic excellence for all students.
6. To develop in all students an appreciation for the ability to participate in leisure activities.
7. To give all participants an opportunity to relate with peers and adults.
8. To develop strong interscholastic relationships.
9. To provide for strong school community relationships.
10. To involve as many students as possible.
11. To develop in the participants confidence and composure in performing before audiences.
12. To develop in each student a true comprehension of the activity so the students may perform to his/her desired level of performance.
13. To develop in each student a proper perspective that activities provide opportunities for students to develop leisure activities and proper attitudes towards participation.
14. To develop in each student an understanding of the value of teamwork and an opportunity to participate as part of a group.
15. To promote high ethical standards and integrity.
16. To encourage enjoyment of the activity.
17. To build participants' self-image so they have the confidence to accomplish the various challenges of that activity.
18. To establish a positive, supportive, and caring relationship with participants and coaches/directors/sponsors.
19. To be afforded appropriate opportunities to compete or perform.
20. To provide opportunities to grow in both self-concept and skill development.
21. To provide opportunities to compete in a healthy and safe interscholastic program.
22. To foster an environment that is fair, consistent, and free from intimidation for all participants.

COMPONENTS OF A SUCCESSFUL ATHLETIC/ACTIVITIES PROGRAM

I. Administration

- A. Possess a real commitment on the part of school administrators to build a strong program.
- B. Must allow the Head Coach/Director/Sponsor time to build a successful program, providing security to concentrate on individuals showing solid character and citizenship.
- C. Funds and facilitation to build strong young men and women physically and mentally.
- D. The development of a strong staff. (Excellent coaches are excellent teachers.)
- E. Must be loyal to staff and students.
- F. Promote a community-based approach to program development.
- G. Model the ideals of integrity, ethical behavior and sportsmanship.
- H. Must keep open and honest lines of communication with coaches, students, and parents.

II. Head Coach/Director/Sponsor

- A. Must have a plan, in which he/she believes and will not compromise.
- B. Must be dedicated to his/her sport and knowledgeable of it.
- C. Must possess a strong self-image.
- D. Must possess a passion for working with and developing young people.
- E. Must surround himself/herself with the best possible coaches.
- F. Must be willing to work hard and make personal sacrifices.
- G. Must be dedicated to continual improvement.
- H. Must be a motivator and a goal setter.
- I. Model the ideals of integrity, ethical behavior and sportsmanship.
- J. Must be loyal to the school, assistant coaches, and student athletes.
- K. Must keep open and honest lines of communication with Administration, Assistant Coaches, students and parents.

III. Coaching Staff

- A. Must be dedicated to his/her sport or activity.

- B. Must be willing to work hard and make personal sacrifices.
- C. Must be an honest person.
- D. Must be loyal to the school, Head Coach/Director/Sponsor, program, and other staff.
- E. Must be an excellent teacher.
- F. Must have a great deal of initiative.
- G. Must be a solid thinker and problem solver.
- H. Must possess a positive self-image.
- I. Model the ideals of integrity, ethical behavior and sportsmanship.
- J. Must keep open and honest lines of communication with Administration, Head Coach, students, and parents.

IV. Athlete/Participant

- A. Must be dedicated to his/her sport or activity.
- B. Must have the desire, drive, and determination to succeed.
- C. Must possess a positive self-image.
- D. Must be willing to make personal sacrifices.
- E. Must put team success in front of personal glorification.
- F. Must be a positive leader on and off the field.
- G. Must be a good student.
- H. Model the ideals of integrity, ethical behavior and sportsmanship.
- I. Must keep open and honest lines of communication with Administration, Coaches, fellow students, and parents.

IT IS THE DUTY OF ALL CONCERNED WITH HIGH SCHOOL ACTIVITIES

1. To emphasize the proper ideals of sportsmanship, ethical conduct, and fair play.
2. To eliminate all possibilities which tend to destroy the best values of the game or activity.
3. To stress the values derived from playing fairly.
4. To show cordiality to the visiting team and officials.
5. To establish a cordial relationship between visitors and hosts.
6. To respect the integrity and judgment of officials.
7. To achieve a thorough understanding and acceptance of the rules of the game/activity and the standards of eligibility.
8. To encourage leadership, use of initiative, and good judgment by the players on the team.
9. To recognize that the purpose of activities is to promote the physical, mental, moral, social, and emotional well-being of the individual participants.
10. To remember that an athletic competition is not a matter of life or death for players, coaches, fans, state, or nation.
11. To avoid unfavorable criticism of other coaches and school officials except that which is formally presented to the proper authorities.

ACTIVITY AWARDS

Criteria for awarding letters will be established by the coach/director. High School seasonal sports will hold awards ceremonies in a timely fashion following the conclusion of their season. Student athletes will receive the large chenille "CPU" letter when receiving their first Varsity Award. All participants receive a certificate. Coaches/directors are advised to review criteria with student-athletes at the beginning of the season in an effort to avoid complications when awarding letters at the conclusion of the season.

ATTENDANCE REQUIREMENTS FOR PRACTICE/COMPETITION

Students will not be permitted to take part in extracurricular activities if he/she misses over one-half of the academic school day due to illness or truancy from school (if a student is absent the last half of the school day, he/she will not be able to participate in that evening's activity. High school students should be present for all of Block 3 & 4 (12:19 p.m. on regular schedule days) and middle school students at or before 12:00 p.m. noon in order to be eligible to compete/perform in that evening's activity. If a student's absence is school related in nature the student remains eligible for that evening's activity.

COMMUNICATION & CONFLICT RESOLUTION

Both parenting and coaching are extremely difficult vocations. In addition, participating in activities can be an emotional and time-consuming experience. At times, conflicts between student-athletes/parents and coaches/sponsors may arise. By establishing an understanding of each position, we are better able to accept the actions of others and provide greater benefit to students. As parents/guardians, when your child becomes involved in our program, you have a right to understand what expectations are placed on your student. As a coach/sponsor, you have a right to understand any conflicts and concerns that your participants and their parents/guardians may have. This begins with communication between the participant, the parents/guardians, and the coach/sponsor of the program.

COMMUNICATION PARENTS/GUARDIANS CAN EXPECT FROM COACHES/DIRECTORS/SPONSORS

1. Program parameters of the coach/director/sponsor.
2. Expectations the coach/director/sponsor has for your student as well as team expectations of the program.
3. Locations and times of all practices and contests.
4. Team requirements: fees, special equipment, out-of-season work, etc.
5. Procedures to follow if your student becomes injured or requires medical attention during participation.
6. Discipline that may result in the denial of your student's participation.

COMMUNICATION COACHES/DIRECTORS/SPONSORS EXPECT FROM PARENTS/GUARDIANS

1. Concerns expressed directly to the coach/director/sponsor.
2. Notification of any schedule conflicts well in advance.
3. Specific concerns in regard to the program and/or expectations.

APPROPRIATE CONCERNS FOR PARENT/GUARDIAN TO DISCUSS WITH COACHES/DIRECTORS/SPONSORS

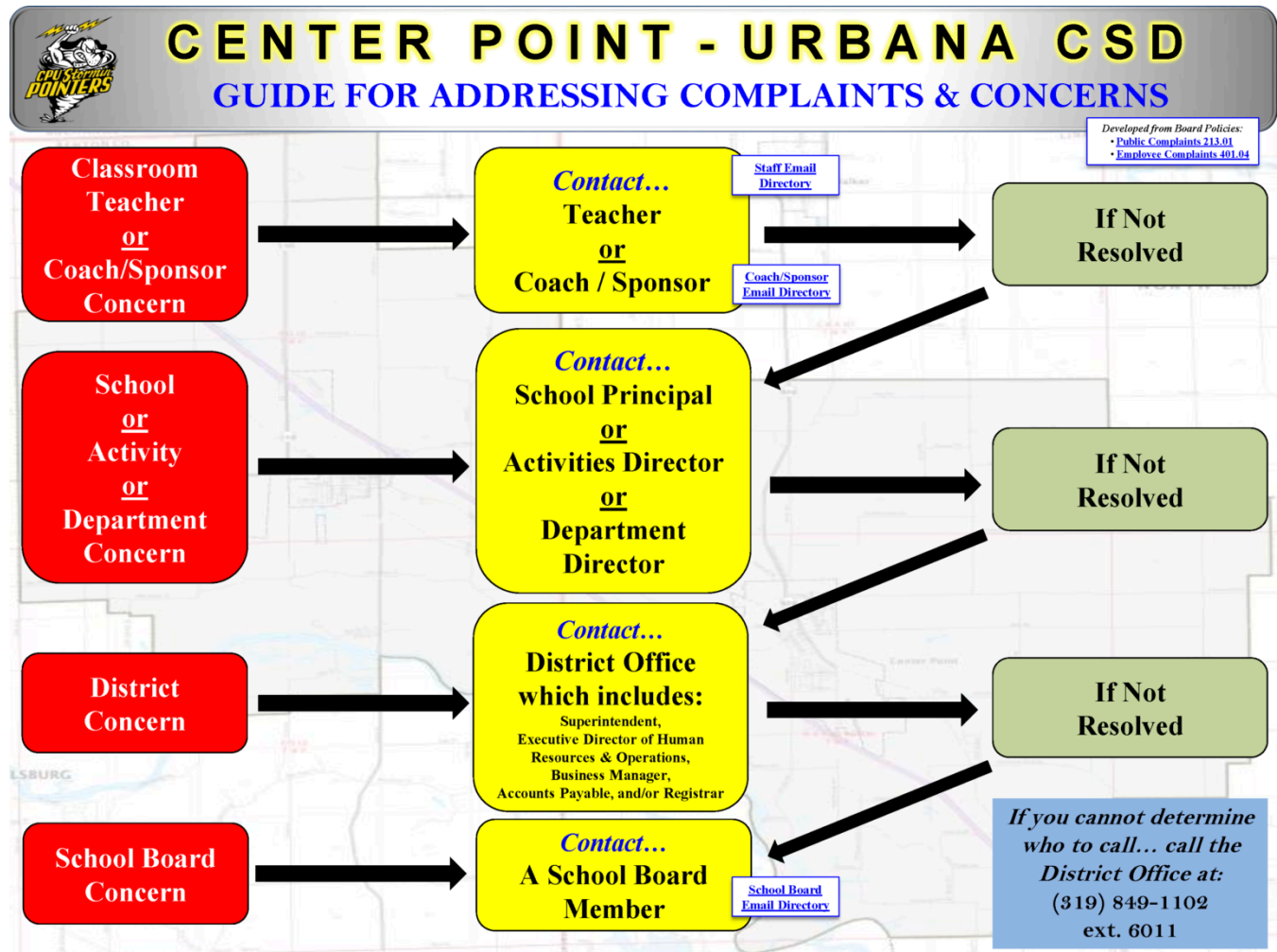
1. The treatment of your student, mentally and physically.
2. Ways to help your student improve.
3. Concerns about your student's behavior.

ISSUES THAT PARENT/GUARDIANS SHOULD AVOID WITH COACHES/DIRECTORS/SPONSORS

It can be difficult to accept when your child is not participating as much as you may hope. Coaches, directors and sponsors are professionals. They make judgment decisions based on what they believe to be the best for all students involved. As you have seen from the list above, certain things can be, and should be, discussed with your student's

coach/director/sponsor. However, the following should be left to the coach/director/sponsor's discretion:

1. Playing time or participation time
2. Individual role
3. Team strategy
4. Play calling
5. Other participants



CONCUSSION GUIDELINES

IOWA HIGH SCHOOL ATHLETIC ASSOCIATION IOWA GIRLS HIGH SCHOOL ATHLETIC UNION CONCUSSION MANAGEMENT

Iowa Code Section 280.13C states, in part,

1b. "Annually, each school district and nonpublic school shall provide to the parent or guardian of each student a concussion and brain information sheet, as provided by the Iowa High School Athletic Association and Iowa Girls

High School Athletic Union. The student and student's parent or guardian shall sign and return the concussion and brain injury information sheet to the student's school prior to the student's participation in any interscholastic activity for grades seven through twelve.

2. If a student's coach or contest official observes signs, symptoms, or behaviors consistent with a concussion or brain injury in an extracurricular interscholastic activity, the student shall be immediately removed for participation.

3a. A student who has been removed from participation shall not recommence such participation until the student has been evaluated by a licensed health care provider trained in the evaluation and management of concussions and other brain injuries and the student has received written clearance to return to participation from the health care provider.

3b. For the purposes of this section, a licensed health care provider means a physician, physician's assistant, chiropractor, advanced registered nurse practitioner, nurse, physical therapist, or licensed athletic trainer licensed by a board designated under section 147.13.

3c. For the purposes of this section, an extracurricular interscholastic activity means any extracurricular interscholastic activity, contest, or practice, including sports, dance, and cheerleading."

IHSAA/IGHSAU Recommended Protocol When a Student Has Sustained a Concussion or other Brain Injury as Defined in Iowa Code Section 280.13C

1. No student should return to play/competition or practice (RTP) on the same day s/he sustained a concussion or brain injury, but a licensed health care provider as defined in Iowa Code Section 280.13C makes the final decision regarding (RTP).

2. A licensed health care provider as defined in Iowa Code Section 280.13C should evaluate a student suspected of having a concussion or brain injury on the same day the injury occurs.

3. After receiving medical clearance by a licensed health care provider as defined in Iowa Code Section 280.13C, RTP should follow a stepwise protocol with provisions for delayed RTP based upon the return of any signs or symptoms.

4. Education of contest officials, school coaches and other appropriate school personnel, contestants, parents, and Licensed health care providers.

- The Iowa High School Athletic Association and Iowa Girls High School Athletic Union will provide educational materials related to concussions and brain injuries developed by the CDC and other organizations knowledgeable about concussions.

5. Removing students who exhibit signs, symptoms, & behaviors of a concussion or brain injury from participation, and their return to participation.

- Coach Removal - If the student's coach observes signs, symptoms, or behaviors consistent with a concussion or brain injury, during any kind of participation, i.e. practices, scrimmages, contests, etc., the student shall be immediately removed from participation and shall not return until the school's designated representative receives written clearance to return from a licensed health care provider as defined in Iowa Code 280.13C.
- Contest Official Removal - If a contest official observes signs, symptoms, or behaviors consistent with a concussion or brain injury, during scrimmages, contests, etc., the student shall be immediately removed from participation and a designated contest official at the contest/event must receive the written clearance to return from a licensed health care provider as defined in Iowa Code 280.13C before the student can return to participation in that contest/event, including an event that takes place over multiple days.
- Before allowing a student who has been exhibiting signs, symptoms, & behaviors of a concussion to return to participation (practice and/or competition), licensed health care providers as defined in Iowa Code 280.13C should follow the return to participation protocol from "Suggested Guidelines for Management of Concussion in Sports," NFHS Sports Medicine Advisory Committee 2013 and "Consensus Statement on Concussion in Sport 4th International Conference in Sport Held in Zurich, November 2012," British Journal of Sports Medicine, 2013; 47:250- 258..

6. At events where the Iowa High School Athletic Association or Iowa Girls High School Athletic Union have provided licensed health care providers as defined in Iowa Code 280.13C, those licensed health care providers have final authority regarding RTP when a student has exhibited signs, symptoms, and behaviors consistent with a concussion. Student-Parent Handbook Page 19 7/30/2018 RETURN TO PARTICIPATION PROTOCOL FOLLOWING A CONCUSSION (GUIDELINES FOR LICENSED HEALTH CARE PROVIDERS) Return to participation following a concussion is a medical decision made on an individual basis by licensed health care providers. Medical experts in concussion believe a concussed student should meet ALL of the following criteria in

order to progress to return to participation. However, these criteria are GUIDELINES ONLY and not required by Iowa Code Section 280.13C when licensed health care providers determine a student's return to participation.

- Asymptomatic at rest, and with exertion (including mental exertion in school), AND have written clearance from physician, physician's assistant, chiropractor, advanced registered nurse practitioner, nurse, physical therapist or licensed athletic trainer . *Written clearance to return by one of these licensed health care providers is REQUIRED by Iowa Code Section 280.13C!
- Once the criteria above are met, the student should progress back to full activity following the stepwise process detailed below. A licensed health care provider as defined in Iowa Code Section 280.13C, or their designee, should closely supervise this progression.
- Progression to return is individualized and should be determined on a case-by-case basis. Factors that may affect the rate of progression include: previous history of concussion, duration and type of symptoms, age of the student, and sport/activity in which the student participates. A student with a history of concussion, one who has had an extended duration of symptoms, or one who is participating in a collision or contact sport may progress more slowly as determined by a licensed health care provider as defined in Iowa Code Section 280.13C, or their designee.

Step 1. Complete physical and cognitive rest. No exertional activity until asymptomatic. This may include staying home from school or limiting school hours (and studying) for several days. Activities requiring concentration and attention may worsen symptoms and delay recovery.

Step 2. Return to school full-time /normal cognitive daily activities, or normal cognitive functions. Step 3. Low impact, light aerobic exercise. This step should not begin until the student is no longer having concussion symptoms and is cleared by the treating licensed health care provider. At this point the student may begin brisk walking, light jogging, swimming or riding an exercise bike at less than 70% maximum performance heart rate. No weight or resistance training.

Step 4. Basic exercise, such as running in the gym or on the field. No helmet or other equipment. Step 5. Non-contact, sport-specific training drills (dribbling, ball handling, batting, fielding, running drills, etc.) in full equipment. Weight-training can begin.

Step 6. Following medical clearance*, full contact practice or training.

Step 7. Normal competition in a contest.

NOTE: Generally, each step should take a minimum of 24 hours. If post-concussion symptoms occur at ANY step, the student must stop the activity and their licensed health care provider as defined in Iowa Code Section 280.13C should be contacted. If any post-concussion symptoms occur during this process, the student should drop back to the previous asymptomatic level and begin the progression again after an additional 24-hour period of rest has taken place.

References: "Suggested Guidelines for Management of Concussion in Sports," NFHS Sports Medicine Advisory Committee 2009; "Consensus Statement on Concussion in Sport 3rd International Conference in Sport Held in Zurich, November 2008," Clinical Journal of Sports Medicine, Volume 19, Number 3, May 2009.

DUAL SEASON PARTICIPATION

Student participants are allowed to participate in multiple activities that have coinciding seasons (ie. cross country & volleyball or soccer & track, etc.). The following parameters should be considered:

1. Coaches/directors of activities should communicate on a regular basis regarding student availability for practices & competitions, most importantly, during preseason to discuss potential conflicts and scheduling. 2. Coaches/directors should avoid putting the student in a position to choose. Coaches/directors are encouraged to keep the student's best interest in mind, not their own.
3. Coaches/directors must respect any decision made by the student regarding their availability for practices/competitions when there are conflicts with other activities. While we want to avoid putting student

- in a compromising position, the decision ultimately rests with them.
4. The following priority is in place when scheduling conflicts exist between programs and will be administered in the Activities Office if resolution cannot be met amongst student and involved coaches/directors:
 - a. State/tournament competition
 - b. Game competition
 - c. Practice
 - d. Camp/Clinic
 5. Generally speaking, team-oriented practices will take priority over individual oriented practices due to the nature of preparation for those activities. Students who miss an individual sport/activity oriented practice should work with coaches/directors to schedule an appropriate workout for that sport/activity.
 6. Dual participation applies only to school sponsored activities. It does not apply to non-school sponsored activities such as club volleyball or travel teams of any nature.

The following form will be used with students considering “dual participation” and can be located in the “Forms” section of the handbook or requested in the Activities Office:

Center Point-Urbana Dual Participation Form

In order to dual participate in the same season, this form must be filled out and turned in to the Activities Office prior to the respective seasons starting. Students and coaches involved with the dual participation must meet and discuss any concerns. The following considerations should be examined:

- How will the participation affect the academic work of the student?
- How will the participation affect the student physically?
- How will the participation affect other members of both teams?
- How will the student divide their time between practices/competitions?

As a general rule, the following will serve as guidelines for the dual-participant:

- A “primary” activity will be selected by the student.
- The primary activity will take precedence over the secondary activity in competition and practice conflicts unless previously agreed upon by coaches and the student. Exceptions to this include, but may not be limited to: - State competition has priority over CPU competition.
- Competition takes priority over practice.

The Activities Director will serve as mediator as needed and reserves the right for final decisions.

The student must declare their “primary” activity and obtain all of the following signatures for dual participation to be considered:

Primary Activity Secondary Activity

I confirm that I have read the above regulations, and I agree to follow all procedures associated with dual activity participation.

(Participant) (Date)

(Parent/Guardian) (Date)

(Activities Director) (Date)

(High School Principal) (Date)

(Primary Activity Coach) (Date)

(Secondary Activity Coach) (Date)

ELIGIBILITY OF STUDENT

ACADEMIC ELIGIBILITY/SCHOLARSHIP RULE (NO PASS, NO PLAY)

All coaches should share in the responsibility of tracking their student-athletes' academic eligibility with the

Guidance and Activities Offices.

The Iowa Department of Education (D.E.), the Iowa High School Athletic Association (IHSAA), the Iowa Girls High School Athletic Union (IGHSAU), the Iowa High School Speech Association (IHSSA), and the Iowa High School Music Association (IHSMA) established the following scholarship rules for co-curricular eligibility. The scholarship rules also apply to those co-curricular activities not covered/sanctioned under the previously mentioned organizations including, but not limited to, dance/drill, cheer, fall musical, spring play, etc. per local district school board approval.

- a.) All contestants must be enrolled and in good standing in a school that is a member or associate member in good standing of the organization sponsoring the event.
- b.) All contestants must be under 20 years of age.
- c.) All contestants shall be enrolled students of the school in good standing. They shall receive credit in at least four subjects, each of one period or “hour” or the equivalent thereof, at all times. To qualify under this rule, a “subject” must meet the requirements of 281-Chapter 12. Coursework taken from a postsecondary institution and for which a school district or accredited nonpublic school grants academic credit toward high school graduation shall be used in determining eligibility. No student shall be denied eligibility if the student’s school program deviates from the traditional two-semester school year.
 - (1) Each contestant shall be passing all coursework for which credit is given and shall be making adequate progress toward graduation requirements at the end of each grading period. Grading period, graduation requirements, and any interim periods of ineligibility are determined by local policy. For purposes of this subrule, “grading period” shall mean the period of time at the end of which a student in grades 9 through 12 receives a final grade and course credit is awarded for passing grades.
 - (2) **If at the end of any grading period a contestant is given a failing grade in any course for which credit is awarded, the contestant is ineligible to dress for and compete in the next occurring interscholastic athletic contests and competitions in which the contestant is a contestant for 20 consecutive calendar days.**

Eligibility Starting Dates (2024-2025)

The first date listed after each sport is the first date on which competition is allowed (eligibility period starts).

Eligibility resumes at 12:01a.m. on the 21st day.

IHSAA Sports	1st Competition Date	Eligibility resumes at 12:01a.m. on THIS date:
Football	August 22	September 11
Cross Country	August 26	September 15
Boys Swimming	November 25	December 15
Boys Wrestling	December 2	December 22
Boys Basketball	December 2	December 22
Track & Field	March 10	March 30
Boys Spring Golf	March 31	April 20
Boys Soccer	March 31	April 20
Baseball	May 19	June 8

IGHSAU Sports	1st Competition Date	Eligibility resumes at 12:01 a.m. on THIS date:
Cross Country	August 26	September 15
Girls Swimming/Diving	August 26	September 15
Volleyball	August 26	September 15
Girls Wrestling	November 18	December 8
Girls Basketball	November 22	December 12
Track & Field	March 10	March 30
Girls Golf	March 26	April 15
Girls Soccer	March 31	April 20
Softball	May 26	June 15

GOOD CONDUCT RULE

Statement of Philosophy:

- A. Encouragement of Participation - The Board of Directors of the Center Point-Urbana School District encourage students to participate in the program of co-curricular activities that are offered, recognizing that such activities are of significant educational benefit. These educational benefits are as follows:
- B. The development of good citizenship and moral character.
- C. The development of personal habits aimed at lifetime success.
- D. The promotion of the image and identity of the school and community.
- E. The training for successful life-long careers.
- F. Participation is a privilege; by legal interpretation, participation in co-curricular activities is a privilege extended to students by the citizens and taxpayers of the district.
- G. Participation carries responsibilities: This privilege carries with it a corresponding responsibility to represent the school and community in an appropriate manner. The Directors recognize that participants in co-curricular activities are respected and emulated by the community as a whole. Therefore, a Good Conduct Code is established to set forth behavioral expectations of those students involved in co-curricular activities. Those expectations shall be applicable on a year-round basis.

Applicable Activity Programs:

The following school sponsored extracurricular activities, including but not limited to, are covered:

- A. Athletics
- B. Band & Choir (co-curricular activities that have academic components are not included)
- C. Clubs
- D. Fine Arts/Speech/Drama
- E. Student Council and other elected officers
- F. School Royalty (e.g. Homecoming Court)
- G. Other, similar co-curricular activities that may be added

Violations of the Good Conduct Policy:

Violations of the Good Conduct Policy include but are not limited to the following:

- A. Selling or distributing illegal drugs, alcohol, controlled substances, tobacco products, or imitation substances (also known as “look alike”).
- B. Possessing, using, or being under the influence of illegal drugs, alcohol, controlled substances, tobacco products, imitation substances, e-cigarettes, vaping, or drug paraphernalia.
- C. Possession or distribution of pornographic materials.
- D. Participation in any conduct which is illegal in Iowa except for simple misdemeanor traffic violations or hunting/fishing violations.
- E. Involvement in an altercation in or outside of school, involving charges for malicious intent to harm another individual.

Determination of Violation:

A student may be considered in violation of the Good Conduct Policy by:

- A. Being reported/cited by law enforcement.
- B. Self-reporting or through own admission.
- C. Parents/guardians reporting their child.
- D. Being directly observed by a school employee (agent of the school).

Valid Reporters:

1. All reports and evidence from a reliable source will be investigated by the school administration. Reliable information may include but is not limited to witness statements, police reports, photographs, or information from social networking and/or websites
2. Generally speaking, anonymous reports may be investigated, but necessarily may not be processed based solely on the report itself.
3. Each school administrator will determine the reliability of the reporting source and any evidence presented.

Penalties for Violation(s):

- **First Offense:** Student will miss 20 consecutive calendar days beginning on the day of the student's first competition/performance/activity/event following the violation.
- **Second Offense:** Student will miss 60 consecutive calendar days beginning on the day of the student's first competition/performance/activity/event following the violation.
- **Third Offense:** Student will miss all competitions/performances/activities/events for one calendar year following the violation.
- **Fourth Offense:** Student will miss all activities for the rest of their high school career.

Middle School:

- **First Offense:** Student will miss 10 consecutive calendar days beginning on the day of the student's first competition/performance/activity/event following the violation.
- **Second Offense:** Student will miss 30 consecutive calendar days beginning on the day of the student's first competition/performance/activity/event following the violation.
- **Third Offense:** Student will miss all competitions/performances/activities/events for one calendar year following the violation.
- **Fourth Offense:** Student will miss all activities for the rest of their middle school career.

A definition/example of "consecutive calendar days" implementation is as follows:

Example: A student is found in violation on a Saturday entering the last regular season football game (week 9). Their 20 days of suspension begins on the following Friday (ie - October 20) which is their first competition following their cited violation. Their period of suspension ends 20 days later (on November 9) following the 20 consecutive calendar days regardless of whether there are additional competitions or not.

Additional Provisions:

- **Clean Slate Provision:** A student's "good conduct record" will be wiped clean at the conclusion of the last day enrolled at the middle school level. The student's high school "good conduct record" will begin immediately upon completion of their middle school classes unless they are currently serving a suspension. A student's first violation in high school will be treated as a first offense even if the student has previous violations in middle school.
- **Practice Expectation Provision:** Students are expected to continue practicing with the team during the period of ineligibility at the discretion of the coach/director and Activities Director.
- **Good Standing Provision:** Students are required to begin and complete each season in "good standing" in order to fulfill all requirements to regain eligibility once a participant has violated the good conduct policy. If a participant does not complete a season in "good standing" then the participant will be ineligible for the next activity for which he/she participates and start the period of ineligibility over.
- **Multiple Penalties Provision:** Multiple penalties will be served consecutively. Each penalty begins after the prior one has been served. If a student violates the policy while under suspension, the penalty will begin immediately after he/she would have become eligible. Academic and Good Conduct penalties will be served consecutively (not at the same time).

Determination and Appeal Process:

A student who has allegedly violated the Good Conduct Rule will be notified of the alleged violation of the Good Conduct Rule, given the information which supports the allegations, and will be given an opportunity to respond. Upon review of all evidence and circumstances, the Activities Director or the Principal will make a decision regarding the alleged violation of the Good Conduct Rule. If the Activities Director or the Principal determines that the student has violated the Good Conduct Rule, the Activities Director or the Principal will then determine a period of ineligibility based on the before-mentioned guidelines.

The penalty will remain in effect during the entire appeal process which generally follows the below organizational flow chart in respect to the Appeals Process:

Activities Director > Principal > Superintendent > School Board

Whenever a student is declared ineligible under the Good Conduct Rule, the following procedures shall apply:

1. A conference will be held with the Activities Director or the Principal and the student. At that time, the period of ineligibility and a specific explanation of the reasons for ineligibility will be discussed. The offense and the consequences will thereafter be put in writing and sent to the student and parent(s). If the student or parent(s) do not wish to appeal the ineligibility decision, the Activities Director or Principal's decision will be in effect and be considered final.
2. If the student or parent(s) wish to appeal the Activities Director or the Principal's decision, they must do so in writing to the Superintendent within three (3) business days of the receipt of the Principal's or his/her designee's decision. Any student who is ruled ineligible prior to the appeal will remain ineligible until the appeal process is completed. The Superintendent shall consider the circumstances and evidence of the case and shall make a decision, which will be communicated in writing to the student, parent(s), and the Principal. The decision of the Superintendent shall be made within ten (10) business days following the date on which the appeal was received.
3. If the student or parent(s) wish to appeal the Superintendent's decision, they must do so in writing to the Board of Education within three (3) business days of the receipt of the Superintendent's decision. The review shall be held by the Board at the earliest possible opportunity; however, a special meeting of the board need not be called. The review by the board will be in closed session unless the student's parent (or the student, if the student is 18) requests an open session.

The grounds for review by the School Board are limited to the following:

1. New evidence is presented that indicates that the student did not violate the Good Conduct Rule;
2. The student was given inadequate due process in the investigation and determination; or
3. The penalty is in violation of the Handbook Rule or Board Policy.

If the school board reverses the decision of the administration, the student shall be immediately eligible and shall have any record of the ineligibility period and violation deleted from the student's record.

A student or parent(s) contesting the declared ineligibility of a student based on the rules in this policy may request a formal meeting with the superintendent. They must request the hearing in writing within five (5) days of the meeting with the principal/activities director. All parties shall appear before the superintendent and present their side of the issue. The penalty will be in effect until reviewed by the superintendent. The superintendent will make a determination on the violation.

Legal References:

Bunger v. Iowa High School Athletic Assn., 197 N.W.2d 555 (Iowa 1972)

In re Jason Clark, 1 D.P.I. App. Dec. 167 (1978).

Iowa Code §§280.13, .13A (1989).

281 Iowa Admin. Code 11.5(2).

281 Iowa Admin. Code 12.3(8)

Cross Reference:

501.03	Compulsory Attendance
503.01	Student Conduct
503.01-R(1)	Student Conduct: Student Suspension
503.04	Good Conduct Rule
504.02	Student Organizations
504.06	Student Activity Program

Reviewed March-April 2023

Approved June, 2023

PREREQUISITE FORMS FOR ATHLETIC PRACTICES/COMPETITIONS

Following is a list of forms student-athletes are required to submit prior to being allowed to practice or compete, NO EXCEPTIONS. Forms can be found linked to the CPU website (<https://www.gobound.com/ia/schools/centerpointurbana>).

- Athletic Physical Form – valid for one calendar year (365 days), renewed annually.
- Concussion Management Protocol Waiver – renewed at beginning of each school year.
- Health & Injury – Medical Consent Form – renewed at beginning of each school year.
- Good Conduct Policy Acknowledgement Form – signed (one time) as incoming 9th grader or new student.

SPORTSMANSHIP & SPECTATOR GUIDELINES

Each person's actions as a spectator directly affect the atmosphere of an event. Center Point-Urbana students and adults are encouraged to cheer loudly and appropriately. Appropriately means yelling and clapping encouragement. Negative noise and taunting of the visiting team reflects poor class and sportsmanship. Center Point-Urbana students need positive support to compete at a high level. Fans should not lower themselves to negative actions to win. Center Point-Urbana teams and students are a class act.

PARENT/SPECTATOR GUIDELINES

1. There will be cooperation with referees and officials.
2. There will be no objectionable cheers or unsafe or unsportsmanlike behavior.
3. All spectators will respect our coaches and student-athletes. Spectators will not shout instructions from the sidelines, tell the team or players what to do or berate players for their errors. Spectators will let coaches do the coaching and players do the playing.
4. Team benches are for official players in uniform, coaches and designated manager(s).
5. Smoking, drugs, and alcoholic beverages are not allowed on school grounds.
6. Please report any emergency to the Official's table or administration.
7. Direct all energies to encourage your team.
8. Avoid actions which offend visiting teams or individual players.
9. Show appreciation of good play by both teams.
10. Learn the rules of the game in order to be a more informed spectator.
11. Treat all visiting teams in a manner in which you would expect to be treated.
12. Accept the judgment of coaches and officials.
13. Encourage other spectators to participate in the spirit of good sportsmanship.
14. Spectators are requested to follow the directions of all school related officials. This includes administration, teachers, coaches, security personnel and maintenance staff.
15. BE POSITIVE!

Your cooperation in following these Spectator Guidelines will be greatly appreciated and help insure a positive experience for our student-athletes and other spectators. Failure to cooperate with these guidelines may result in removal from the premises and possible suspension from future events.

TRANSPORTATION EXPECTATIONS

The standards of behavior while traveling: All participants in school-sponsored events will travel to that event on school-provided transportation. If extremely unusual circumstances are present, arrangements may be made between the parent and administration allowing student participants to be transported to an event by his/her parents. All students who travel to an event on school provided transportation will return by the same means, unless the student athlete has the signed Parent Permission Transportation form on file in the Activities Office. This form needs to be submitted for each individual sport or activity.

Guidelines for student transportation:

- Students will not drive themselves to or from out-of-town events.
- Students will not ride with another person to or from out-of-town event.
- Failure to ride on school transportation or without proper approval for alternate transportation, may result in an activity and/or school suspension.

WAMAC CONFERENCE INFORMATION

WAMAC CONFERENCE SCHOOLS

WEST DIVISION

EAST DIVISION

<i>Benton Community</i>	<i>319-228-8701</i>	<i>Center Point-Urbana</i>	<i>319-849-1102</i>
<i>Clear Creek-Amana</i>	<i>319-545-2361</i>	<i>Independence</i>	<i>319-334-7405</i>
<i>Grinnell</i>	<i>641-236-2720</i>	<i>Marion</i>	<i>319-377-9891</i>
<i>South Tama</i>	<i>641-484-4345</i>	<i>Mount Vernon</i>	<i>319-895-8843</i>
<i>Vinton-Shellsburg</i>	<i>319-436-4728</i>	<i>Solon</i>	<i>319-624-3401</i>
<i>Williamsburg</i>	<i>319-668-1050</i>	<i>West Delaware</i>	<i>563-927-3515</i>

RECOGNIZED WAMAC CONFERENCE SPORTS & EVENTS

Cross Country, Volleyball, Basketball, Wrestling, Bowling, Golf, Tennis, Soccer, Track & Field, Baseball, Softball, Band Festival, Chorus Festival, Large Group Speech, Individual Speech, Art Show.

ADDITIONAL SPORTS/ACTIVITIES/CLUBS AT CENTER POINT-URBANA

Cheer/Competition Cheer, Computer Club, Dance, Football, First Tech Challenge/Robotics, Swimming, Theater/Drama (Children's Theater, Fall Musical, Spring Play)

SCHEDULES/CALENDAR

Center Point-Urbana athletic schedules and calendar events are located on line at www.cpuschools.org & follow the "Activities & Events" link.

WEDNESDAY/SUNDAY PRACTICE GUIDELINES

Use of school facilities for school sponsored activities or practices that take place on Wednesdays after 6:00 p.m. or Sunday during the Academic year need Administrative approval in advance of the event.