

# Woodward-Granger Activity Handbook 2025-2026

Important links below:

[Activity Calendar](#)

[Bound Registration Link](#)

[Bound Activity Passes / Online Tickets](#)

[WCAC Conference Website](#)



# Table of Contents

Introductions	3
Activity Offerings / staff	
–High School	4
–Middle School	6
–District Programs	7
Student Code of Conduct	8
Coach Code of Conduct and Responsibilities	12
Concussion Guidelines	15
School Attendance	22
Travel and Hotel Stays	23
Emergency Action Plans (EAP)	25

# Introductions

Dear Woodward-Granger Families,

Welcome to another exciting year of activities at **Woodward-Granger Middle School and High School!** My name is Shaylena Bell, and it is an honor to serve as the Activities Director for our Hawk community. Whether your student is stepping onto a court, stage, or field—or supporting their peers behind the scenes—our goal is to provide experiences that build **confidence, character, and connection.**

At Woodward-Granger, we believe in the power of **positive relationships.** Success in our programs depends on strong **partnerships between coaches, students, and families.** When we work together, we create an environment where students are **supported, challenged, and celebrated.** We want every student to grow through their involvement—learning how to **lead,** how to **persevere,** and how to take pride in representing something **bigger than themselves.**

This handbook is designed to help guide families through the **expectations, responsibilities, and opportunities** that come with being part of our activity programs. You'll find information on everything from **activity offerings at each level,** to **student and coach conduct expectations, attendance guidelines, concussion protocols,** and **travel and hotel stay procedures.** Whether you're new to our programs or returning for another year, this guide will help set the stage for success.

Let's make this year one to remember—full of **growth, teamwork, and Hawk pride!** I encourage every student to **bring their best effort,** every coach to **inspire,** and every parent to continue being the **incredible support system** our kids rely on. Together, we will continue to build a **culture of excellence** where every student feels **seen, valued, and empowered to succeed.**

**Go Hawks!**

*Shaylena Bell*

Activities Director / MS and HS Assistant Principal  
Woodward-Granger Middle & High School

# Activity Offerings / Staff

## High School

### *Fall Season*

#### **Volleyball**

- Head Coach: Katelyn Bandstra
- Assistant Coach: Tiffany Kiernan

#### **Football**

- Head Coach: Cory Crnkovich
- Assistant Coaches: Wes Stover, Troy Birt, and Austin Kuehl

#### **Cross Country**

- Head Coach: Dave Smeltzer
- Assistant Coach: Jen Jones

#### **Marching Band**

- Head Director: Bryan Willer
- Colorguard Coach: Tara Anderson

#### **E-sports - Super Smash Brothers**

- Head Coach: Troy Smith

#### **Football Cheerleading**

- Head Coach: Traca Madren

#### **Dance Team**

- Head Coach: Jessica Bilbo

### *Winter Season*

#### **Girls Basketball**

- Head Coach: Brad Kunecke
- Assistant Coach: Rachel Winter

#### **Boys Basketball**

- Head Coach: Matt Baker
- Assistant Coaches: Andrew Pender

#### **Girls Wrestling**

- Head Coach: Colton Milosevich
- Assistant Coach: Briar Dittmer

#### **Boys Wrestling**

- Head Coach: Dave Smeltzer
- Assistant Coach: Jay Gohn and Chris Hallinan

## **Basketball Cheerleading**

- Head Coach: Traca Madren

## **Jazz Band**

- Head Director: Bryan Willer

## **Jazz Choir**

- Head Director: Bonnie Bieber

## **Individual and Group Speech**

- Coaches: Brayn Willer, Bonnie Bieber and Sophie Thomas

## **E-sports - Overwatch and Rocket League**

- Head Coach: Troy Smith

### *Spring Season*

#### **Girls Track and Field**

- Head Coach: Rachel Winter
- Assistant Coach: Brad Kunecke

#### **Boys Track and Field**

- Head Coach: Wes Stover
- Assistant Coaches: Nathan Kramer

#### **Golf**

- Head Coach: Troy Birt
- Assistant Coach: Cory Crnkovich

#### **E-sports - Mario Kart**

- Head Coach: Troy Smith

### *Summer Season*

#### **Softball**

- Head Coach: Justin Scarlett
- Assistant Coach: Chelsey Axtell

#### **Baseball**

- Head Coach: Mike Long
- Assistant Coaches: Andy Long and Gary Iles

## Middle School

### *Fall Season*

#### **Volleyball**

- Head Coach: Colleen Creese
- Assistant Coach: Jenna Bennett

#### **Football**

- Head Coach: Barry Brill and Gary Iles
- Assistant Coaches: Travis Wunschel and Joe Heasley

#### **Cross Country**

- Head Coach: Brent Achenbach

#### **Football Cheerleading**

- Head Coach: Taylor Halligan

#### **Lego League**

- Head Coach: Katie Nygaard

### *Winter Season*

#### **Girls Basketball**

- Head Coach: Brent Achenbach
- Assistant Coach: Olivia Starcevich

#### **Boys Basketball**

- Head Coach: Troy Birt
- Assistant Coaches: Wes Stover

#### **Girls Wrestling**

- Head Coach: Scott Chapman
- Assistant Coach: Olivia Starcevich

#### **Boys Wrestling**

- Head Coach: Dustin Harney
- Assistant Coach:

#### **Basketball Cheerleading**

- Head Coach: Taylor Halligan

#### **Jazz Band**

- Head Director: Tara Anderson

## *Spring Season*

### **Girls Track and Field**

- Head Coach: Scott Chapman
- Assistant Coach: Tiffany Kiernan

### **Boys Track and Field**

- Head Coach: Dave Smeltzer
- Assistant Coaches: Chris Hallinan and Brent Achenbach

## *Summer Season*

### **Softball**

- Head Coach: Brent Achenbach
- Assistant Coach: Katelyn Scharlau

### **Baseball**

- Co-Head Coaches: Barry Brill and Travis Wunschel

## District Programs (8 - 21 years old)

### *Fall Season*

#### **Special Olympics - Bowling**

- Co-Head Coaches: Nancy Ludwig, Macy Hallinan, Alicia Michael

### *Winter Season*

#### **Special Olympics - Skills and Drills**

- Co-Head Coaches: Nancy Ludwig, Macy Hallinan, Alicia Michael

### *Spring Season*

#### **Special Olympics - Track and Field**

- Co-Head Coaches: Nancy Ludwig, Macy Hallinan, Alicia Michael

# Student Code of Conduct

## Good Conduct Policy ([Policy No. 503.4](#))

Students who participate in extracurricular activities serve as ambassadors of the school district throughout the calendar year, whether away from school or at school. Students who wish to have the privilege of participating in extracurricular activities must conduct themselves in accordance with board policy and must refrain from activities which are illegal, immoral or unhealthy. Extracurricular activities are defined as any school sanctioned activity that meets outside the regular school day. These do not include co-curricular (graded classes or activities) such as concert band and chorus.

Any student who is found to have violated the school's Good Conduct Policy, will be deemed ineligible for a period of time as described below. A student may lose eligibility under the Good Conduct Rule for any of the following behaviors:

- a. Possession, use, sale, manufacture, distribution, or purchase of tobacco/nicotine products, regardless of age.
- b. Possession, use, sale, manufacture, distribution, or purchase of alcoholic beverages, including beer and wine (\*use includes having the odor of alcohol on one's breath).
- c. Possession, use, sale, manufacture, distribution, or purchase of illegal drugs or the unauthorized possession, use, or purchase of otherwise lawful drugs.
- d. Possession, use, sale, manufacture, distribution, or purchase of any drug paraphernalia or apparatus used to allow the person using it to be involved with a controlled substance.
- e. Flagrant acts of cheating, plagiarism, or intentionally providing false information to school officials or law enforcement.
- f. Engaging in any act that would be grounds for arrest or citation in the criminal or juvenile court system, excluding minor traffic offenses, regardless of whether the student was cited, arrested, convicted, or adjudicated for the act.

### **Categories of Activities Governed by the Good Conduct Rule & Regulations**

1. Athletics (including cheerleading, dance team, and managers)
2. Fine Arts (including Show Choir, Jazz Band)
3. Academic Extension Programs (including Knowledge Bowl, Robotics)

\*If a student is involved in multiple categories of activities, consequences will be applied to each category. For example, if a student is involved in a fall sport and vocal music,

consequences will be applied to both of those activities since those activities are in different categories.

## Guidelines

- The definition of a “contest”/ “performance” is when a student participates with the group on a given date (scrimmages do not count). This includes any and all participation during the scheduled day of competition.
- If the student is currently engaged in an extracurricular activity, the period of ineligibility starts immediately upon finding a violation.
- If the student is not currently engaged in an extracurricular activity, the period of ineligibility begins at the start of the next season the student participates in.
- If the student cannot complete their assigned ineligibility period during the current season, the remaining period of ineligibility will be served in the next season the student participates in. The remaining percentage of the ineligibility will be calculated by administration prior to the start of the next competition season.
- The schedule that will be referred to will be dependent on the student’s grade level.
- An ineligible student shall attend all practices.

### **1st Offense**

A student shall be suspended for the number of contests or performances listed below (Equal to 25%) to be served consecutively, including tournaments or state sponsored activities.

### **2nd Offense**

A student shall be suspended for the number of contests or performances equal to 50%.

### **3rd Offense**

Ineligible for all activities for one year from the date of the incident.

### **Honesty Clause**

A student’s ineligibility period may be reduced by 25% for the 1st or 2nd violation.

- Self-Reporting: A student must have come forward to a coach, administrator, or activity sponsor to admit (self-report) a violation of the Good Conduct Rule within 24 hours of the violation, or by 8 a.m. the next week day. Each student must report as an individual. A teammate or friend cannot “self report” for another individual.

## General Points Relating to a Violation of Policy

- Coaches and activity sponsors may establish more restrictive regulations for their respective students beyond the rules and regulations of the Student Good Conduct Policy. Such rules and regulations will be approved in advance by the Activities Director and/or Principal in consultation with the Superintendent and will be communicated to all student participants both verbally and in writing at the beginning of the activity period or season.
- Students must continue to participate in the activity from which they have been suspended for the length of the season or activity. Failure to do so will result in the suspension being carried over to the next activity.
- Students must continue to practice with the team and meet the expectations of the coach/sponsor relative to all other participants during the suspension.
- Students found in violation of the Good Conduct Policy may not register for a new activity after the state mandated / district defined start date to avoid a penalty at a later time from another activity.
- Individuals who are academically ineligible will serve their suspension upon regaining their academic eligibility.
- Any student who has been declared ineligible under a prior district's Good Conduct Policy, and then transfers to WGCSD, will not be eligible for extracurricular competition until their period of ineligibility is served.
- If a student is in violation of the Good Conduct Policy in 8th grade, the student's violations will not carry over to the 9th grade (student will begin with a clean Good Conduct record). \*\*Except for Baseball / Softball athletes playing up as 8th graders - will be considered high school.

## Notification Process

Whenever a student is deemed by the school administration to have violated this policy, the following procedures will occur:

1. The student and the student's parent/guardian shall be notified via certified mail by a school official within 3 days of notification to the district.
2. In this communication, it will be stated, if known at the time - the length of period of ineligibility and a specific explanation of the reasons for the Violation of the Good Conduct Policy.
3. If the penalty is unknown at the time of the letter, it will be stated in the letter that an investigation is being held.

## Appeal Process

The student or the student's parent/guardian has the right to appeal the decision. This appeal must be filed, in writing, to the Superintendent within ten (10) school days of receipt of the notification letter and/or final violation decision. Prior to submitting a

written appeal, the student or students parent/guardian must communicate to the school Principal with any questions and/or requests for further rationale into the decision. The date and results of this communication should be included in the appeal submitted to the Superintendent.

Upon receipt of the appeal, the Superintendent shall review the circumstances and evidence regarding the case. The Superintendent has five (5) school days to render a decision and the student and the students parent/guardian shall be notified via certified letter of that decision.

The student or the student's parent/guardian will be given ten (10) days after receipt of the notification letter to file a subsequent appeal in writing with the Board. The appeal will be heard no later than ten (10) school days following the filing of an appeal.

The appeal will be conducted in closed session, before the Board. If desired, the student and/or guardian may be present and the Districts involved administrative personnel and legal representatives may also be present. The parties will both be allowed the opportunity to present information to the Board in support of their respective positions. Any formal action by the Board concerning the appeal, must be taken in an open meeting.

\*\*The initial decision of the administration regarding a violation and suspension will remain in effect throughout the duration of any appeal process.

# Coach Code of Conduct

As a representative of Woodward-Granger Community Schools, every coach and director plays a vital role in shaping the character, development, and experience of our students. Coaches and directors are expected to serve not only as skilled educators in their discipline, but also as role models of integrity, respect, and sportsmanship.

All Woodward-Granger coaches and directors will:

- **Model Professionalism and Leadership**
  - Conduct self with integrity, honesty and fairness at all times.
  - Demonstrate respect toward all students, officials, colleagues, families and community members. Coaches who are ejected from a game could be asked to sit out during future events.
  - Use appropriate language and maintain professional boundaries with students and others.
- **Create a Positive and Inclusive Culture**
  - Foster a safe, supportive and inclusive environment for all participants.
  - Promote teamwork, accountability and sportsmanship and performance etiquette.
  - Celebrate effort, growth and achievement at all levels of skill and competition.
- **Support Academic and Personal Growth**
  - Reinforce the importance of academic success and character development. Check the academic lists when posted to ensure students are prioritizing their school work when grades are in jeopardy.
  - Help students develop discipline, time management, and a strong work ethic. Holding students accountable to any and all attendance related policies.
  - Teach life skills such as resilience, responsibility and leadership through co-curricular experiences.
- **Communicate Effectively**
  - Maintain open, respectful communication with students, families, and administrators using a school approved system. (Remind, Group Me, Infinite Campus, school email system and Bound) Directly messaging students will not be allowed.
  - Provide clear expectations, feedback and guidance to support student improvement. Coaches will be expected to create and review an activity handbook at the beginning of the season with students and parents. (parent meeting/during practice)

- Address concerns or conflicts calmly, directly and in a timely, respectful manner.
- **Maintain Safety and Compliance**
  - Prioritize the physical and emotional well-being of all participants.
  - Follow all school district policies, state regulations, and organizational codes (IHSAA, IHSGAU, IHSMA, IHSSA, etc.)
  - Ensure proper supervision before, during and after practices, events and performance. (example: students should not begin practice prior to coaches/adult supervision)

## Certificates and Licensure

All coaches, unless stated otherwise by the Activities Director, will need to have the following:

- Current and active **Coaching Authorization**
- **Concession Course** completed yearly
- A valid **Mandatory Reporter Course** (ie. Child and Adult Abuse course)

Before the season begins, all coaches (head and assistant positions) will need to complete the following:

- The IHSAA / IHSGAU posted **Rules Meeting**
- NFHS sponsored **Concussion Course**

During the season, coaches are expected to communicate early dismissal times to both the High School and Middle School staff via email whenever students will be leaving school for a competition. This ensures that teachers are aware of absences and can support students in managing their academic responsibilities.

## Program Volunteers

All volunteers assisting with any athletic or extracurricular program must have a completed background check on file and possess a current, valid coaching authorization.

It is the responsibility of the program leader or head coach to ensure that all volunteers meet these requirements by communicating to the Activities Director.

## Academic Eligibility

State Policy - IHSAA Athletic Eligibility - [Scholarship Rule 36.15 \(2\) \(page 35\)](#)

A student must be passing all courses and receive credit in at least 4 subjects at all times. These must be full credit courses.

- If not passing all courses at the end of the grading period (end of the first semester/end of second semester), the student is ineligible for the first period of 20 consecutive calendar days in the interscholastic athletic event in which the student is a contestant. In efforts to help students be academically successful, the administration reserves the right to determine eligibility for athletes who are failing classes before the end of the grading period.
- In accordance with the state guidelines for activities and athletic eligibility an “NP” will be considered an “F”.
- If not passing all courses at the end of the final grading period of the school year and the student is a contestant in baseball or softball, the student is ineligible for the next four weeks of that sport, but has eligibility in the fall.
- See [www.iahsaa.org](http://www.iahsaa.org) for a more detailed explanation of IHSSA scholarship rule.

## Building Access and Door Safety Policy

Coaches will be provided building access for the purposes of practices, competitions, and open gym sessions. Maintaining building security is essential and must be taken seriously at all times.

Access to district facilities is a privilege and may be revoked if any of the following occur:

- Sharing access credentials (e.g., key cards, cell phone digital keys) with students or unauthorized individuals
- Propping doors open or failing to lock and secure doors when exiting the building

For assistance with door access or to request doors be unlocked for a scheduled event, please contact Shaylena Bell in advance.

All staff are expected to support and uphold district safety protocols.

# Concussion Guidelines

## Introduction

What is a concussion? A concussion is a direct blow to the head by an object, person, or any moving object that directly hits the skull and causes the brain to shift and hit the skull. A concussion could also be the head in motion and making contact with a stationary object or the head and neck could catch itself and cause the brain to shift inside the skull (similar to whiplash motion). This impact sends the brain into a disarray of events that at a cellular level cause the brain to exhibit symptoms at the cognitive, physical, and emotional levels.

## Concussion Recognition (Signs/Symptoms)

- Headache
- "Pressure in the head"
- Neck pain
- Nausea or Vomiting
- Dizziness
- Blurred Vision
- Balance Problems
- Sensitivity to Light
- Sensitivity to Noise
- Feeling Slowed Down
- Feeling "in a fog"
- Don't "feel right"
- Difficulty Concentrating
- Difficulty Remembering
- Fatigue or Low Energy
- Confusion
- Drowsiness
- More Emotional
- Irritability
- Sadness
- Nervous or Anxious
- Trouble Falling Asleep

## Signs for Immediate Referral

- Unequal pupil size
- Drowsy or cannot be awakened
- Headache with increasing intensity
- Any weakness or numbness
- Repeated vomiting
- Convulsions or seizures
- Slurred speech
- Increasingly confused, restless, or agitated
- Loss of consciousness
- Suspected cervical spine injury

## Why should I report a concussion?

One should report a concussion for the safety of the athletes and players. Failure to report a concussion could result in the athlete taking another impact to the brain causing 2nd impact

syndrome which can cause the brain to go into an even further cascade of metabolic imbalance. 2nd impact syndrome can cause severe motor and cognitive dysfunction and even death. Failure to report a concussion puts you at risk for being held liable for the death of an athlete, the complete loss of motor function, and loss of cognitive function.

### Tools for Diagnosis of Concussion

The tools used to diagnose a concussion are through SWAY Medical Concussion and VOMS (Vestibular Oculomotor Screening). SWAY baseline will be done at the beginning of the season prior to contact beginning. Athletes will not be allowed to compete until baseline is done. Both the SWAY instructions and VOMS are posted after the RTP protocol.

### Members of the care team

Team	Role	Members
School Academic Team	<ul style="list-style-type: none"> <li>● Advise on gradual return of cognitive exertion</li> <li>● Assess appropriate academic accommodations needed</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher</li> <li>● School Counselor</li> <li>● Social Worker</li> <li>● School Administrator</li> </ul>
Family Team	<ul style="list-style-type: none"> <li>● Enforce rest</li> <li>● Reduce stimulation that may cause symptoms</li> <li>● Determination of when return to school should occur</li> </ul>	<ul style="list-style-type: none"> <li>● Student-Athlete</li> <li>● Parents/Guardians</li> <li>● Peers/Teammates</li> <li>● Family/Friends</li> </ul>
Medical Team	<ul style="list-style-type: none"> <li>● Initial evaluation of the concussion</li> <li>● Assessment for more serious neurological injury</li> <li>● Aid in recovery process with serial evaluations</li> <li>● Clearance for full return to athletic participation</li> </ul>	<ul style="list-style-type: none"> <li>● Emergency Department</li> <li>● Primary Care Physician</li> <li>● Nurse Practitioner</li> <li>● Concussion Specialist</li> <li>● Clinical Psychologist or Neuropsychologist</li> <li>● Athletic Trainer</li> <li>● School Nurse</li> <li>● Physical Therapist</li> </ul>
School Physical Activity Team	<ul style="list-style-type: none"> <li>● Withhold from physical activity until given clearance by Medical Team</li> <li>● Monitor symptoms and progress of RTP protocol</li> </ul>	<ul style="list-style-type: none"> <li>● Athletic Trainer</li> <li>● School Nurse</li> <li>● Coach</li> <li>● PE teacher</li> </ul>

## Return to Learn (RTL) Policy

Return-to-Learn (RTL) refers to the step-wise process to resume full cognitive activity for a student-athlete who has suffered a concussion. Since concussions disrupts how the brain functions, which can affect a student-athlete's memory, concentration, and visual processing, individuals recovering from a concussion may not be able to participate in school in the way that they did before the injury. RTL will be an individualized process for each student-athlete and each concussion as the symptoms present in different ways in different people.

Aside from being a requirement by state law, having a written RTL protocol has numerous benefits. Primarily, this will allow for proper communication amongst all members of the school, medical team, and support system of the student-athlete in regards to the student-athlete's progress and recovery.

Please note that RTL takes priority in the student-athlete's return to cognitive function and must be completed in complement with Return to Participation (RTP). This means a full RTL must take priority before completion of RTP.

**See Return to Play (RTP) process on the next page.**

Stage	Aim	Activity Limitations and Activities Can Do	Goal
1	Daily activities that do not result in more than a mild exacerbation of symptoms	<ul style="list-style-type: none"> <li>• Typical activities during the day such as reading, limited screen time, start with 5-15 minutes a day</li> </ul>	Gradual return to typical activities
2	Part-Time School Attendance with Accommodations	<ul style="list-style-type: none"> <li>• Re-introduction to school, catch-up on missed assignments. Breaks as needed.</li> <li>• Part-time attendance, eliminate non-essential work, limit screen time, no tests or quizzes, homework load based on symptoms.</li> <li>• No PE, recess, or athletics</li> </ul>	Increase tolerance to cognitive work
3	Full-Day Attendance with Accommodations	<ul style="list-style-type: none"> <li>• Gradually increase the amount, length of time, and difficulty of academic requirements as symptoms allow</li> <li>• Continue to prioritize academic work by importance.</li> <li>• Limit to one test/quiz per day</li> <li>• Gradually increase homework amount</li> <li>• Accommodations reduced/eliminated as symptoms resolve</li> </ul>	Continue to increase tolerance to cognitive work as well as reintegrate to full day of school
4	Full-Day Attendance without Accommodations	<ul style="list-style-type: none"> <li>• Accommodations removed</li> <li>• Student-athlete can participate in full academic workload at school and at home without triggering symptoms</li> <li>• Create stepwise plan address any missing work</li> </ul>	Increase academic activity
5	Return to School Full Time and Extracurricular Involvement	<ul style="list-style-type: none"> <li>• No accommodations needed</li> </ul>	Before PE, lifting, or athletics students should complete stepwise RTP protocol

Mild Symptoms referred as no increase in symptoms by 2 points on a 0-10 scale (0 being no symptoms and 6 being emergency room visit) within an hour of activity

Athletes can perform the return to learn 24-48 hours after initial concussion diagnosis

Accommodations for learning will be made by informing teachers, administrators, and the school nurse whether that be a quiet place to eat lunch, extended time on homework, making up tests on a day when they have recovered from their concussion. Accommodations that coincide with 504 plans and IEPs will also be taken into account for RTL.

### **Return to Drive**

Return to driving will commence upon alleviation of headaches and cognitive function has improved. This means that the injured athlete can resume driving once symptoms have alleviated and the athlete's reaction time has improved and cognitive ability to read. Before driving the athlete should be screened by a health care provider and okayed to do so. Due to the decreased reaction time and cognitive function driving would be unsafe if the athlete were to have to make a hard stop, sharp turn, or even judge the distance to slow down at a stop light. In correlation with RTL driving will be permitted.

## Return to Participation (RTP) Policy

This protocol is implemented to promote compliance with: NFHS Sports Playing Rule for Concussions, and **Iowa STATE LAW** which outlines that student-athletes exhibiting symptoms of a concussion cannot return to participation until cleared by an appropriate health care professional.

### Evaluation and Removal from Participation

Any student-athlete exhibiting the signs or symptoms of concussion after a head impact or a hit to the body that transmits a force to the head will be removed from athletic participation and evaluated by the Athletic Trainer (AT) on-site. If the AT suspects that the student-athlete has sustained a concussion, the student-athlete will not be allowed to return to participation on that day.

### Return to Participation

When returning to participation, student-athletes will follow the Return to Participation (RTP) Protocol set forth by the 5th International Consensus Statement on Concussion in Sport outlined in the chart below. In order to begin the RTP Protocol, the student-athlete must provide written clearance from an appropriate health care provider as dictated by state concussion law.

The Woodward Granger athletic trainer(s) reserves the right to hold the student-athlete out of participation should they believe the student-athlete is not ready to return even with written clearance from an appropriate health care provider. Parent/guardian consent is not sufficient means for a student-athlete's return to participation. RTP will also be supervised by an appropriate health care provider for each stage.

### Protocol

Stage 1 of the RTP Protocol can begin after 24-48 hours of relative physical and cognitive rest. Once concussion related symptoms have resolved and the student-athlete has returned to a baseline state of any neurocognitive tests they were administered (if applicable), the remainder of the RTP protocol can begin. Final written clearance from an appropriate health care provider as dictated by the state concussion law must be obtained before returning to unrestricted participation.

NOTE: There should be at least 24 hours for each stage of the progression. If any symptoms worsen during exercise, the student-athlete should stop activity for that day. After remaining symptom-free for 24 hours, the student-athlete should return to the previous stage and attempt to complete this stage without the recurrence of symptoms.

Stage	Aim	Activity	Goal
1	Symptom-Limited Activity	Activities of daily living that do not provoke symptoms	Gradual reintroduction of activities
2	Light Aerobic Exercise	Walking or stationary cycling slow to medium pace No resistance training	Increase heart rate
3	Sport Specific Exercise	Running, skating, agility, body weight No head impact activities	Add movement
4	Non-Contact Training	Harder training drills eg, passing drills May start progressive resistance training	Exercise, coordination, and increased thinking
5	Full Contact Practice	Following medical clearance, participate in normal training activities	Restore confidence and assess functional skills by coaching staff
6	Return to Sport	Normal game play	

[Return to Play Policy document](#)

Resources are available [here](#).

# School Attendance

Regular school attendance is a fundamental expectation and is essential for academic success. For students involved in extracurricular activities, attendance also directly impacts eligibility for participation in practices, competitions, and performances. Please review the following guidelines:

## A student is eligible to participate in activities if:

- The student has attended **at least 50% of the school day**.  
*Example: If a student has 6 class periods and misses 2 due to an appointment, but attends the remaining 4, they are considered eligible.*
- The student's absence is due to a **school-sponsored event** (e.g., field trip, college visit, academic competition).

## A student is not eligible to participate in activities if:

- The student **left school due to illness** (e.g., fever, vomiting, diarrhea, or unable to finish the school day).
- The student **opted out of a school-sponsored event** (such as a field trip) and also **did not attend school** that day.
- The student missed **more than 50% of the school day**.  
*Example: If a student has 6 class periods and only attends 2, they are not eligible to participate.*

**Note:** Ineligibility due to attendance applies only to the day of the absence unless further health or disciplinary issues arise.

# Travel and Hotel stays

## Bus Discipline Policy ([711.2R1](#))

The Woodward-Granger CSD aims to provide transportation services that emphasize safety. Riding a school bus is a privilege that requires responsibility on the part of those who ride to follow the directions of the driver.

Primary responsibility for bus discipline rests with the bus driver. Serious infractions or repeated infractions will be referred to the building principal.

District and transportation administrators reserve the right -depending on the severity of the infraction- to impose consequences as necessary and not necessarily in accordance with the guidelines below. Consequences shall be administered in the following manner.

- **First Infraction**- verbal reprimand by the bus driver, explaining what rule was broken and what the expected behavior should look like.
- **Second Infraction**- verbal reprimand by the bus driver, explaining what rule was broken, The driver will write and submit a report to the building principal of the student. The principal will contact the parents to explain the situation and ask for assistance in getting the situation taken care of. The bus driver will assign a required seat to the student for a period of 2 weeks.
- **Third Infraction & Subsequent Infractions**- the bus driver will write a formal report to the building principal who will review the situation and will contact parents with consequences. This may include a required seat for the remainder of the year or removal from the bus for a period of time to be determined by the principal.

Note: Principals may deviate from the above schedule depending on the seriousness of referral, age appropriateness, time between referral and other extenuating circumstance

## Transportation

- School-approved transportation (such as buses or vans) will be provided for all out-of-town competitions, performances, and events.
- In the event that a school vehicle is not available, coaches and directors must contact **Shaylena Bell** or **Kibby Cavanaugh** in advance to coordinate alternative travel arrangements.

## Hotel Accommodations

- School-funded hotel accommodations for students and coaches will be considered when the event is **90 miles or more** from Woodward-Granger.
- In addition to mileage, the **time of the competition or performance** will be taken into account when determining the need for an overnight stay.
- All overnight accommodations must be approved in advance and arranged through the Activities Office in accordance with district travel policies.

# Emergency Action Plans (EAP)

Please refer to our [Emergency Action Plan document](#) for specific procedures at each location. Each location will have the plan for that location listed by the AED. An example of that document is located below.

## **Emergency Action Plan** ATHLETIC TRAINING ROOM

**Role of Sports Medicine Staff:**

1. Provide Immediate Care- If the scene is safe
2. Identify severity of injury or potential diagnosis
  - a. Circulation, airway, breathing (CRAB), level of consciousness, and severe bleeding
3. Activate EMS (or have someone [Admin on duty] call)
  - a. Call 911 if EMS is not present
    - i. Do not hang up until instructed to do so by dispatcher
4. Designate individual to retrieve emergency equipment (from athletic training room or on sideline during competitions)
  - a. AED located in ATR
5. Perform emergency care (CPR, AED application, immobilization, first aid, cooling, etc.) until arrival of EMS
6. Send someone (admin on duty or coach) to direct EMS to scene
  - a. Gymnasium doors on the West end of the school
7. Designate individual to control crowd
8. Upon arrival of EMS, relay pertinent information including injury, vital signs, treatment provided, and medical history. Athlete will be prepped for transport as necessary
9. Document event, complete appropriate incident forms, and debrief with appropriate stakeholders

**Nearest AED**  
Athletic Training room  
&  
In hallway by concession stand of gymnasium

**Contacts:**  
In event of emergency contact 911, if AT is not present please contact  
Athletic Director  
Shaylena Bell at  
(515) 306-3315



**School Address**  
**Woodward-Granger High School**

306 W. 3rd St.  
Woodward, IA 50276

**Venue Directions**  
**Entrance: Gymnasium Entrance**

1. North on 210 from 141
2. Left on W 4th St
3. Right onto Elm Ave to the gym door of the school
4. Right in the school to room 024

**Dispatcher Information to Provide**

- a. Your Name and Title
- b. Location
- c. Phone Number
- d. Number of Injured
- e. Type of Injury
- f. Condition of patient
- g. Treatment being provided
- h. Specific directions to the injured athlete