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Wenatchee School District Middle School Athletic Program: A New Concept in Middle Level Sports

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WENATCHEE SCHOOL DISTRICT
MIDDLE SCHOOL ATHLETIC PROGRAM:
A NEW CONCEPT IN MIDDLE LEVEL SPORTS

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In Partial Fulfillment
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by
James "Ted" Taylor
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Graduate Studies

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ABSTRACT

WENATCHEE SCHOOL DISTRICT MIDDLE SCHOOL ATHLETIC PROGRAM: A NEW CONCEPT IN MIDDLE LEVEL SPORTS

By

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November 21, 2002

The Wenatchee School District in Wenatchee, Washington instituted a new middle school athletic program in response to the construction of a new middle school. The new dynamics in the district provided the opportunity to reassess the goals, objectives, and philosophy of their middle school athletic program. Visitations to several of these programs and interviews with many of the administrators, coaches, teachers, and student athletes revealed many of the strengths and weaknesses of the various programs. This information was presented to Wenatchee School District middle level administrators, community leaders, and middle school staff in order to develop the criteria that met with Wenatchee's philosophical needs. Four athletic model proposals were presented to the school board. An in-district model of intra-scholastic competition was adopted. Five sports seasons and two traditional sport placement switches were implemented. Increased participation, appropriate competition, and program continuity with the high school were a few of the program objectives.

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Chapter I

Introduction

For years in the United States, it has been debated as to what the best format is for the development of middle school athletics. In countries like Canada, Australia, and many of the European countries development of middle school athletics is left to the community. There are no organized middle school athletics that are funded by school districts (Macintosh, 1990).

These community organizations are called sports clubs. They are set up similar to that of the Amateur Athletic Union programs, the Select Soccer organization, and the baseball programs in the United States. Any student is eligible to participate with only the top participants selected for travel clubs. They have a series of house league teams that participate in local city leagues. Quite often there is no fee to participate. Clubs receive their funding through private and local sponsors.

Coaches usually serve on a volunteer basis. Some bigger sports clubs pay coaches a stipend. Because of the club format, schools are removed from all athletics with the community taking responsibility for athletic funding and travel.

The sports that are most popular in Europe are soccer and basketball. Australia is big on softball and basketball, while Canada has a huge hockey program for its sports clubs.

The European model of sports promotion pays little attention and not much emphasis on the development of sport through its school system. This has led some to believe that the United States has many advantages over Europe in a number of ways, including more athletic fields, more opportunity to participate and advance,

more social and governmental support, and better coaching and competitive training to name a few (Bradford, 1995).

Sports programs in the United States utilize both types of organizations, but most of the promotion of sports is done in the schools. Club-wise, participants in Little League and Babe Ruth baseball programs perform at local, regional, and even national competitions. The community of Wenatchee provides programs for soccer, basketball, gymnastics, volleyball, baseball, softball, hockey, figure skating, and swimming for both boys and girls. However, parents of the participants fund these programs with some help from private sponsors for officiating and uniforms. Almost all coaching is done on a volunteer basis primarily by parents.

Sports programs conducted through the school system at the middle school level in the United States usually use professional coaches, most likely a teacher, and are governed by state guidelines and rules. In Washington, interscholastic sports are regulated by the W.I.A.A. (Washington Interscholastic Athletic Association). This organization provides the structure and framework for all athletic competitions between opposing schools and school districts. Because of this governing body, participating schools must adhere to strict rules of conduct that necessitates the meeting of specific criteria in the administration of any middle school athletic program. Since competition is usually from a school from one district against a school from another district travel costs can be an issue. Also, the statewide structure of the W.I.A.A. regulates the number and time of the sports seasons.

Some controversy in the United States at the middle school level concerns the issues of competition, participation, skill development and economics. What type of

program produces the best athlete for the high school level? How important is it for these student athletes to compete against student athletes from other school districts? What effect does interscholastic competition have on the development of skills? What can be done to increase participation? Finally what can be done to minimize the economic cost of the middle school athletic program? All these concerns need to be considered when a program model is selected.

Purpose of the Project

The development of student athletes has long been a prime objective of many school districts. Often times, a town promotes its identity based on how many state titles its high school has won. In 1993 when a third middle school was constructed in the Wenatchee School District, of Wenatchee, Washington a unique opportunity to control economic costs, to provide increased participation, and to develop athletic skills was presented to the school district. The process for the development of the Wenatchee School District Middle School Athletic Program necessitated the evaluation of the past athletic program. Did the interscholastic athletic league provide the skill development and the appropriate competition to train the middle school athlete with the skills and knowledge for the next level, high school? Were enough student athletes able to participate competitively in the interscholastic league, or was a new format, an in-district one that had more choices and control, more appropriate?

One objective was to develop an athletic program that would alleviate the need to travel outside the Wenatchee District. This objective was attained when the new Middle School Athletic Program became a reality. The other two questions

concerning the effects on the competition levels and the participation levels of the middle school athlete remained.

Investigation and research of other sports programs in Washington communities of a comparable size to Wenatchee that were also geographically isolated was needed to help identify important values of other programs. Visitations were made to these school districts in order to answer the questions above as well as to obtain information concerning sports guidelines and philosophies, league set up, participation incentives, travel, schedules, officials, cost, and the administration of the programs.

After collection of the data, a timeline of meetings with administrators, community leaders, and the middle schools staffs was then essential. By using this community and staff input, the planning committee would be able to develop a final list of criteria that needed to be addressed by the program. Various proposals could then be developed and presented to the Wenatchee School Board.

Scope of the Project

This project was intended to serve as a model athletic program to address the needs of the middle school athlete in the Wenatchee School District. It was believed that increased participation and improved athletic skills could be achieved by providing competition between the three middle schools; Pioneer, Orchard, and Foothills. Also, it was believed that the administration of the program could offer more activities with the addition of a fifth season and control some of the costs with the elimination of the out of town travel that was required in the old athletic program format.

Significance of the Project

The move from an interscholastic athletic program model to an in-district athletic program initiated many changes and challenges to the Wenatchee School District. Besides the philosophical change of turning away from interscholastic competition, many unknowns concerning the impact of the new athletic program were created. Would participation increase? Would skill development be enhanced? Would program costs be controlled?

With the implementation of a new athletic program with monies budgeted through the Wenatchee School District, the district was responsible for the initial set up of uniforms and equipment for all three middle schools. Also, the addition of an extra sports season, more monies for uniforms, officials, coaching, and travel had to be considered. The new program also necessitated a new administrative position, Athletic Coordinators, for each middle school and stipends and coaching salaries for the various sports and levels of sports had to be created.

The Wenatchee School District was also responsible for the purchase of all of Foothills Middle School sports equipment being a new addition to the Wenatchee School District. After the implementation costs of the first year, the financing of the program would be funded from the Wenatchee Athletic Department through each of the three middle schools. Each middle school after the first year would be expected to be financially responsible for any new uniforms, equipment or transportation costs.

The impact of organizing and running a new program with more opportunities, but uncertain participation and competition levels meant that the school

district had indeed initiated a major change in the athletic program at the middle school level.

Overview of the Remainder of the Project

The remainder of this project will be organized into four separate chapters. Chapter Two will consist of a review of the literature as it pertains to the objectives set for the development and implementation of the new athletic program. Chapter Three will discuss the procedures involved in the development and implementation of the Wenatchee Middle School Athletic Program. Chapter Four documents the selection of the program model; the rationale of the athletic program with an emphasis on the development of the four athletic proposals, ethnic reports for the district, and the sports guidelines. The actual program will be documented in an appendix after the bibliography. Conclusions and recommendations are summarized in Chapter Five.

Definition of Terms

Terms used in the context of this study have been defined as follows:

Athletic Coordinator – An administrator responsible for the maintenance of the Middle School Athletic Program. This administrator is responsible for all aspects and applications of this athletic program. This includes game and practice sites, games schedules, busing and transportation needs and schedules and purchasing equipment and uniforms.

Athletic Council – A committee formed of the District Athletic Director, an administrator, Athletic Coordinator and a volunteer coach from each middle school. The council also has a community volunteer that participates in council meetings.

The council is formed to make recommendations for change and modifications during each sports year.

Athletic Director – An administrator that oversees all athletics in the Wenatchee School District.

Athletic skills – These are the physical motor skills that are directly related to an athlete's performance.

Bellingham – A community of 50,000-plus located in Northwest Washington consisting of four middle schools.

Leadership skills – These are the psychomotor skills that are developed through practice, hard work and experience through participation in the athletic program.

Motor skills – These are the actual physical skills and movements performed to increase one's athletic ability.

Officials – The men and women who oversee the contests, enforce guidelines and rules for each sport.

Participation – This refers to the athletes taking part in the activities or action in practice and game situations to benefit from the athletic program.

Transportation – The ability to move athletes or sports teams from one location to another. This could include walking, buses, vans or private cars.

Vancouver – A community of 50,000-plus located in the Southwest corner of Washington State that consists of seven middle schools.

WIAA – Washington Interscholastic Activities Association. This organization is the controlling body for athletic contests and music (choirs, orchestra and band) in and by the State of Washington.

Yakima – A community of 80,000-plus located in south-central Washington with five middle schools in its district.

Chapter II

Review of Related Literature

Most existing middle school athletic programs in the state of Washington are conducted in accordance with the standards and rules established by the Washington Interscholastic Activities Association or the W.I.A.A. The goals and philosophy statements of many of these programs place great value and importance on the extra-curricular activities of their program. In the *Kelso School District Handbook for Coaches* (1990), part of their philosophy statement concerning extra-curricular activities proclaims the important role they serve in the educational process and their connection to the W.I.A.A..

Extra-curricular activities are an integral part of the total school program and shall be considered an extension of the educational program. The Kelso School District will formulate regulations pertaining to extra-curricular activities which will develop and maintain the ideals of good sportsmanship, provide fair and equal opportunities for all participants, and protect students and personnel from exploitation by special interest groups. The standards established for extra-curricular activities will ensure the health, safety, and general welfare of the students who participate. All extra-curricular activities will be conducted in accordance with the standards and rules established by the Washington Interscholastic Activities Association and in the spirit of the Code of Ethics of the W.I.A.A. (p. 18).

Because of the nature of this project and the general agreement as to the importance of any school district's activities program, this investigator found it

necessary to focus on three areas significant to the project. Agreement with concepts in these areas would justify the selection of this program model.

The literature reviewed in Chapter Two is organized and documented in the subsequent order:

1. Development of sports related skills and values.
2. Participation and competition concerns.
3. Administrative concerns.

Development of Sports Related Skills and Values

Athletic training has been practiced since ancient times as a means to develop and improve the strength, agility, and endurance of the athlete. The ancient Greeks considered the body a human temple that housed the mind and the soul, and sports and gymnastics, the training of the athlete, was meant to keep that temple healthy and functional. The Greeks honored and celebrated the athlete and their skills through competitions. The ancient Olympics depict examples of the grand celebrations practiced to honor their most highly skilled and trained athletes. Athletics and physical training were an integral part of the Greek society (Leonard and Affleck, 1947).

Most school activity programs promote the virtues of athletics as a positive part of the complete educational process. Developing sports specific skills as well as the character building qualities of related skills such as a hard work ethic and teamwork are important in the implementation of any sports program. It has long been a belief of community and school leaders, of parents and average citizens that sport provides the social environment for acquiring valued social and personal

attitudes and behaviors. The slogan that “sport builds character” is often taken for granted by many Americans, but many traits that athletes display do demonstrate positive qualities important in modern society (Sage, 1998).

It is essential that students at the middle school level have the opportunity to develop many of the traits and values important to the American culture and society. Early adolescence is a critical age, and athletic programs can influence and provide an avenue to channel the energies of the students at this age.

The age of puberty (eight through fourteen) has been termed the ungrateful age . . . Children rebel against the authority of parents and teachers; and their need to actively discharge their energies prompts them to combative and aggressive behavior. But if aptly guided, they can display the positive qualities of this age – courage, a spirit of adventure, the capacity to endure physical hardship – and develop the feelings of comradeship and cooperation through team activities (Whitmore, 1986, p. 61).

The middle school athletic program has the power to develop positive character traits, sportsmanship, and fair play ideals. These traits have been proclaimed as the desired outcomes of a competitive sports program. However, that certainly is not the case in the realm of professional sports. In Lawrence F. Butler’s article “Fair Play: Respect for All” (2000), he cites the Canadian Commission for Fair Play (1990) definition as follows:

Fair play is a way of behaving that develops from self-respect and entails:

- honesty, straightforwardness, and a firm and dignified attitude when others do not play fair;

- respect for team members;
- respect for opponents, whether they are winning or losing, stemming from an awareness that an opponent is a necessary player in a sport, to whom one is bound by companionship in sport;
- respect for officials, which is displayed through positive efforts to cooperate with them at all times (p. 32).

Butler believes it is important to link moral education to competitive sports programs if improved behavior is expected. It needs to be communicated to student athletes that fair play transcends sport and is applicable to life.

There are those who disagree with the adage that sports participation builds character. According to Sharon Stoll and Jennifer Beller (1998) who cite references by Leonard “If sport builds character, it’s character fit for a criminal (1972, p. 77); and Kroll, “ The longer an individual participates in sport, the less morally reasoned they become (1975, p. 38). Obviously, they believe that character building by sport is character of the wrong kind.

Since teachers and coaches are in a critical position to teach young people important lessons about life, the values and societal standards that can be transmitted in a quality athletic program certainly emphasizes the importance of selecting an appropriate model. According to Dennis Docheff in his 1998 article, “Character in Sport and Physical Education---Summation”, character education should begin in the home, but teachers and coaches need to help prepare children to live productively. He states:

It seems that fewer people shoot for the ideal anymore. Of all people, teachers and coaches should be leaders of good character and leaders in goal setting and achievement. If we cannot strive for the ideal anymore, then we are counterproductive to the purpose of education: to strive to be the best possible person. Sport and physical education can build character in an indirect manner. Sport and physical education can be means through which character development may occur. However, this character development can be positive or negative. The outcome of character development is determined by a number of factors---that is, the character of those that support and drive the endeavor, including coaches, teachers, administrators, parents, booster clubs, and the student body.

Mostly, it is the teachers and coaches who influence the behaviors of the students and the athletes. It is they who can discipline the students and athletes for inappropriate behavior or give praise for positive actions. It is they who set the tone for the entire learning team. When students or athletic teams have "character problems," the problems often stem from a teacher or coach who has demonstrated poor character. When the leader's character seems to be an inappropriate guide for young individuals, then administrators, parents, and booster clubs need to remove the problem. This demonstrates the maintenance of high standards for teachers, coaches, students, and athletes. If we want students to refrain from lying and cheating, then we should not lie and cheat. If we students to be physically fit, then we should maintain acceptable levels of fitness. If we want students to refrain from using drugs

and alcohol, then we should refrain from using drugs and alcohol (not just during the season, but all times). Should not teachers and coaches fulfill the same expectations they have for their students? This implies a need for faculty character development programs (p.24).

Athletic programs provide an excellent forum to address the character issue.

Since sport provides powerful and concrete examples of the importance of doing things correctly through drill work, the question, "How does one become good at doing good?" Russell Gough (1998) puts these questions to the students:

- Why does your coach make you practice the same athletic skills and techniques over and over?
- Why do you hit, serve, catch, throw, shoot, or kick a ball hundreds or thousands of times?
- Why do you spend countless hours running, jumping, swimming, riding, or lifting until you are completely exhausted?
- What, in fact, is so important about practice?

The most common and obvious responses to this line of questioning, of course, will invariably involve notions of improvement or success:

- I practice to get better, to improve my skills.
- I practice so that I can win, so that I can beat my opponent.
- I practice to be the best that I can be.

The notion that character is a habit, developing good moral habits is analogous to developing good athletic skills (p. 20).

Sports programs can also serve as a model to provide physical activity and fitness skills as well as train students in athletic skills. Many schools substitute the extra curricular program for the schools' physical education program. This is seen by many as an inadequate replacement for physical education, but athletic programs can supplement P.E. programs and even provide some training to the students. The rise of youth sports around the nation does little to replace quality physical education programs. But, since many children don't have physical education classes, it is the only thing for a lot of students. The fact that they will grow up to be fans or even coaches, sports programs can help teach sportsmanship, fair play, and healthy competition (Maier, 2001).

With the selection of the appropriate athletic program model, the school district can enhance the total education of its student athletes. Programs can develop the athletic and fitness skills of the student. Positive character traits such as sportsmanship and fair play can be taught. Athletic programs can also provide a social environment that allows adolescents the opportunity to acquire positive social and personal attitudes and behaviors such as leadership, cooperation, and teamwork. Finally athletic programs can serve as an appropriate forum for the moral education of students.

Participation and Competition Concerns

Probably the most important aspect of successful athletic programs is the balance that they achieve between participation and competition. If programs are too competitive, some middle school students who have not yet developed are often overlooked due to the fact that the emphasis on winning has already filtered down

from the professional ranks. The drastic change in the physical development of adolescents can create feelings of rejection in overlooked middle-schoolers who in turn might not pursue involvement in high school athletics (Glover, 2000).

If the competition level is not high enough, many high school coaches complain that the middle school program is inadequate. Already at the middle school level pressure is exerted by the high school coaches who call for a “weeding out” process so they can concentrate on only the well-skilled athletes when they get to the high school. It is apparently believed by these coaches that the sooner the athletes are exposed to training, that their chances of a college scholarship is greater. However, the reality is that very few athletes will earn college scholarships. But, athletes don’t have to be all stars to derive the benefits from participating in a sport (Doering, 1997).

Most educators feel that athletes learn critical life skills such as teamwork, leadership, coping skills, and acceptance of constructive criticism simply through participation. They believe the middle school athletic program should be a learning experience. The participants have the opportunity to perform to the best of their abilities (1997).

The importance of conducting competitive interscholastic athletics at the middle school level calls into question some of the beliefs commonly practiced. Glover’s 2000 article “The faulty logic behind competitive school sports” points out three areas where current practices don’t fit the reality of today’s society. He questions:

Do middle school interscholastic sports prepare kids for the real world?

Consider that some “life lessons” learned by student athletes may not be the lessons that should be learned. Far too often, athletic programs are set up based on what is meaningful or convenient for adults. This usually means that winning is the main focus. Middle level athletic programs, therefore, can often include activities and stressors which are inappropriate for adolescents. Furthermore, many middle school programs are clones of the high school athletic programs—too sophisticated, demanding, and pressure-packed for the more physically and emotionally diverse adolescents.

Do middle school interscholastic sports keep kids “off the streets”? Can it “save” them? This claim, always dubious, is more questionable when winning is the only goal. Despite individual instances where these claims are true, there is little evidence, even among those in athletics that they are true across the board. There are many instances of athletes on all levels involved in immoral, criminal activities, refuting that they are all “saved.”

Do middle level interscholastic sports provide high schools with “farm teams” to enhance students’ skill levels in hope of making high school teams more competitive? The idea that middle school athletic programs are the keys to successful high school programs is not supported by any research. Statistics do show that the number of middle school athletes who succeed in high school is surprisingly low, as is the number of high school starters (fewer than half) who played middle school interscholastic sports (p. 66-68).

These questions need to be considered when a new program model is being considered. The main priority needs to be the students who are going to participate in the athletic program. The different mental and physical developmental stages of students at this level was the prime reason behind the "Newton Plan---An Intramural Program for the Middle School." In constructing their program, removal of as many of the pressures as possible from the middle school student was the main objective. All the pressures from the participation in interscholastic athletics were eliminated when they elected to adopt the intramural model. There was no need for pep clubs, cheerleaders, athletic councils, letter award assemblies, or victory dances.

The design of their program does resemble the interscholastic model, but expenses commonly associated with that model have been eliminated as there is no travel or need for expensive uniforms or assistant coaches.

The intramural program at Newton is coordinated by the assistant principal. He also hires the nine coaches for the nine sports as well as designing and scheduling the seasons of the sports into the school year. This plan is designed to run as many sports with as many participant as possible. The coaches are paid to teach the basic fundamentals and to instill as much fun as possible into the game (Stineman, 1979).

High school athletics in Newton is developed during three stages. Phase I is the building of youngsters' physical skills and the development of their coordination in elementary physical education classes. Phase II is the intramural program in the middle schools where, in addition to Phase I being continued, boys and girls are taught team play, fundamentals, game etiquette, and sports enjoyment. Once they are ready for Phase III---the high school

interscholastic program. And the varsity teams at the high school have compiled winning seasons, with league and state championships.

The junior high school interscholastic sports pressure is dead and gone.

Phase II has now proven itself in Newton. It didn't by any means go unchallenged. But the pros of its design so outnumbered the cons that it was retained (p. 83).

Students participate in sports for a variety of reasons. These would include the two main ones, social and competitive reasons. Middle school athletic programs face the dilemma of constructing programs that allow for increased participation while they also develop the athletic skills of the students, promote positive social values, and provide appropriate levels of competition. The difficulty in achieving these objectives without excluding students almost appears insurmountable.

The Yakima School District in Yakima, Washington developed an in-district sports program model that strictly adheres to an "all must play" philosophy as well as addressing the competitive nature of the sports activity. That philosophy statement cited by Cal Riemcke 1988, states:

Participation, performance, and competition in the athletic program will focus on the opportunity for students to develop and exhibit skills to the best of their abilities without pressures to determine individual or group superiority and with equal value placed on each activity (p. 82).

Goals were also developed that adhered to the philosophy statement of the Yakima School District.

- To build self-esteem.
- To develop skills.
- To expand interest in lifetime and leisure activities.
- To provide opportunity for personal and social growth.
- To encourage all students to participate (p. 83).

What makes the Yakima model unique aside from the “all must play” philosophy is their balanced teams approach that utilizes a formula for grouping and balancing teams.

The Yakima Middle School Athletic League (YMSAL) adopted the homogeneous maturation classification plan for all sports in 1990-1991 after careful study during the 1989-1990 sports seasons. All student athletes would continue to be classified into one of two homogeneous maturation levels depending on a combined exponent score using the athlete’s age, height, weight, maturation level, and power jump ability. Level of play would not be determined strictly by a grade level classification that did not take into consideration maturation factors (Rostvold, 1992).

This type of formula for level and team selection is only one innovation that the middle school athletic program of Yakima has instituted to meet their goals and adhere to their established philosophy.

The selection of a new athletic program needs to meet the competition and participation requirements of the students that it will serve. Some consideration to the following questions needs to be given. Is the program a learning experience for the student? Does the program help prepare the student for the real world? Does the

district want its middle school program to be a feeder program for the high school? Does the program develop athletic skills and positive social values? To what program model does the district philosophy adhere, intramural, intra-scholastic, or interscholastic? These questions should to be considered before an athletic program model is selected.

Administrative Concerns

In the development of a new athletic program, there is a need to create a philosophy and set clear objectives for the program. There is the additional need to implement the program as smoothly as possible. Certain elements of a successful middle school program are apparent. These include establishing guidelines to monitor appropriate coaching and levels of competition, to provide participation for all interested students, and to promote positive social values like leadership and teamwork. The additional task of the communication of these goals to institute change must be initiated.

The type of participants who will be served in any athletic program needs to be the prime concern when developing an athletic program's philosophy.

The developmental characteristics of young adolescents should provide the foundation for the middle-level athletics program philosophy and goals.

Programs for young adolescents should be developed with concern for their different levels of maturity and wide range of physical development (Grover, 1992, p. 6).

Because of the developmental period that students at this level are experiencing the skills and lessons taught at the middle school level are extremely

important. Teaching and coaching students in grades 6 through 8 happens at a time in their lives when they are experiencing many physical changes. These changes result in great variation in physical development of both boys and girls. Boys who are advanced in development are likely to dominate their peers in athletic achievements and be seen as leaders. Late developers sometimes wonder if they will ever develop. This is a period of great change and uncertainty, and it is a time for adults, teachers, to be aware of that (Tanner, 1972).

Besides the obvious concern for the members that are involved in the program, the administrators need to state philosophical beliefs about the competitive nature of the program as well as their desires to develop values and real life lessons. Below are two citations that provide examples of such beliefs.

Winning should not be the primary goal of the program. Emphasis should be on development of individual and group skills and goals. According to Strahan and Van Hoose, "students [in successful schools] have many opportunities to work with each other rather than against each other. Team projects, peer tutoring, and large-group activities are only three of many ways students can work together." (Grover, 1992, p. 13).

"For a school system, it is vital to have sports represent something more than just athletics. Sports must have a benefit that carries beyond the playing field." (Begel, 1990, p. 30).

Goals and objectives play a major role in the development of any program. Listed below are some major objectives that reflect the philosophical nature concerning the participation and responsibility of the student athlete:

- (a) All student athletes who wish to participate will be eligible to do so;
- (b) Emphasis will be placed on academic success and the long-term value of education;
- (c) Student athletes will behave in a manner that shows respect for peers, coaches, teachers, and support staff on and off campus;
- (d) Student athletes will remain tobacco, alcohol, and drug free;
- (e) Student athletes will be role models for the youth of the community;
- (f) Student athletes will be all they can be and more in both academics and athletics (Souza, 1990, p. 26).

Successful programs develop guidelines to regulate the administration of the program. A desired outcome for established guidelines should include the development of a system to continually monitor the administration and coaches for compliance with the philosophy. The primary concern needs to be the student athletes' perceptions of themselves with the goal of building their self-esteem.

The Yakima Middle School Athletic Program utilizes their established guidelines to ensure that their coaches adhere to their defined philosophy by training their coaches in their middle school approach. They also manage the competition by restricting contests to the five middle schools in their district (Riemcke, 1988).

The following questions raise important issues about middle-level athletics:

- * Why do so many of these programs fail to promote physical fitness and a healthy lifestyle?
- * Why do increasing numbers of young adolescents "drop out" of organized athletic programs as they get older?

- * What happens when young adolescents hear conflicting directions from coaches who do not model the very behaviors they expect from program participants?
- * What is the result on youth when coaches' and parents' behaviors communicate that winning is everything?
- * What happens when athletic seasons extend or overlap with other sports programs, non-athletic school programs, or family activities? (Grover, 1992, p. ix).

These questions illustrate the critical nature of developing the fundamental principals and guidelines of a new program. It is essential that the mechanism to deal with these questions are in place and supported by values and concepts developed by the people that the program will serve.

In order to accomplish a change from one program to another, the administration also has the responsibility to inform the people of the need for such a change, they need to involve the people, and they need to encourage and support the people as the change is instituted. Dr. Roberto Assagioli (1986) acknowledges the concern people have for change, and he illustrates the need to harmonize all facets of change in the human experience. To quote Dr. Assagioli:

A smooth implementation of a new program is critical in the future success of that program. Any change in an established program may be anticipated to cause concern and possible dissent in some students, staff, parents, and community. An understanding of the obstacles to change is essential in dealing with the reluctance to change (Berman & McLaughlin, 1975). The

reasons that people are ultimately willing to change are examined in order to best encourage change in the system (Rogers and Shoemaker, 1971). *A Study in Change: Transforming in the Charlotte-Mecklenburg Schools*, by Doyle and Pimentel (1972) can serve as a guide in developing community support and enthusiasm for a new program.

The rationale that the administration provides the people for change must be based on sound principles and societal values that are important to the community. It is reasoned that change will not occur, or it will at the very least be resisted, unless the following criteria is present.

“To change or not to change. People change when: 1. They see a need to change; 2. They know how to change; 3. They are involved actively in the change process; 4. They are secure in changing; 5. They are encouraged and supported in changing” (Rogers and Shoemaker, 1971, p. 217).

The administration will have problems in the transition to a new athletic program model if certain obstacles to change have not been alleviated. These obstacles to change have been identified by Berman and McLaughlin, 1975.

1. The purpose has not been made clear.
2. Persons affected by the change are not involved in the planning.
3. The appeal for acceptance of change is based on personal rather than organizational reasons.
4. There is poor communication regarding the change.
5. There is a fear of failure by individuals and/or groups.
6. Excessive work pressure does not allow time to work on problem(s).

7. The cost appears too high, or the rewards inadequate.
 8. There has been inadequate planning.
 9. There is a lack of resources.
 10. There is the wrong mix of human resources within the organization
- (p.252).

The role the administration plays in instituting a new athletic program determines the success or failure of that program. The program must be designed and structured to meet the needs of the population it will serve. It must be based on philosophical principles that promote the values and goals of that population. It must be guided by the objectives established by that population and administered by directors and coaches that adhere to those objectives and philosophical beliefs. Finally, it must be communicated to that population that the change to a new program will meet the needs of the population it will serve.

Summary

In reviewing the literature related to middle school athletic programs, a variety of information and debate has been documented. The issues of developing sports related skills and values, of participation and competition concerns, and of administrative concerns, remain critical areas that need to be addressed when a middle school athletic program is conducted. The success or failure of these athletic programs greatly impacts the students of the communities that they serve. Selecting a program model that will be successful obviously is preferable to selecting one that fails to meet the needs of the students of that community.

Research in the area of the development of sports related skills and values indicates that athletics are seen as an important institution that has the power to transmit societal values. The debate here centers of the issue of whether those values that are transmitted are positive or negative. It is the contention by many that the educational system can serve as the mechanism to develop the positive values of athletics. These include the building of positive character traits like leadership, courage, a hard work ethic, and a sense of wellness. The development of the students' athletic skills and fitness skills are also seen as positive results that can be gained from an athletic program. The athletic program is also seen by many as a tool to enhance the complete education of its students.

Others believe that many middle school athletic programs have negative effects on students. Programs that serve as feeder schools for the high school chase many developing middle school athletes away. Programs that are too competitive can also discourage participation later on and turn students off to the positive benefits of living an active life-style. Some people also believe that the nature of competitive sports is counter-productive to the development of many important skills such as cooperation and fair play.

In the area of athletic participation and competition, research indicates the importance of establishing a balance between participation and competition. The main issue here concerns the developmental stage that the middle school student has reached. That wide variety of physical and emotional development of the middle school student creates a great disparity between the athletic strengths and weaknesses of the students.

Program models have been implemented to achieve a balance between participation and competition. The intramural model de-emphasizes competition and regulates contests. The purpose here is to lessen the social and competitive pressures that adolescents face. The intra-scholastic model levels the competitors by means of a test so that teams at the various levels are selected and determined by abilities and strengths. The competition is also controlled within the district to assure compliance with program goals and philosophy. These two types of programs differ from the traditional interscholastic model that is viewed as the most competitive and expensive to conduct. It is governed by the W.I.A.A. in the state of Washington so some administrative control is lost.

The last area of review, administrative concerns, documents the importance of the administration in the conduction of a middle school athletic program. In the adoption of a middle school athletic program model, successful programs establish certain criteria and proceed systematically. Research here indicates the importance of developing a plan that is based on a philosophy that sets guidelines that regulate the program.

Things to consider consist of developing a philosophy that serves the middle school student, establishing guidelines that regulates the participation and instruction of the program, and implementing the program by establishing a need to change and involving the people it will serve.

Chapter III

Procedures of the Study

Origins of the Project

During the 1992 to 1993 school year, Foothills Middle School was being constructed in the Wenatchee School District, located in Wenatchee Washington. A unique opportunity to organize and develop a new middle school athletic program within the Wenatchee School District was presented. The issues of competition, participation, skill development and administrative costs were considered to be the major areas of concern. A committee was formed, of which this project's author was a member, to investigate new programs and to specifically seek out a new program model to provide competition, to increase participation and to develop athletic skills while keeping economic costs to a minimum.

Development of the Project

The development of the athletic program needed to be organized and structured. The belief that an athletic program could be constructed that would increase participation, provide appropriate levels of competition and that could be administered economically and effectively were the basic concepts that drove the project. It was the plan to investigate middle school programs across that state to gather successful ideas concerning all aspects of middle school athletic programs that could be adapted to use in the design and structure of the new model for the Wenatchee School District.

Besides onsite investigations of other middle school athletic programs, the review of related literature would provide support and rationale for much of the

design and the structure of Wenatchee's new model. The literature review and the numerous athletic programs handbooks that were reviewed provided important ideas about the need for a well thought out philosophy that would serve as a guide to the development of many of the goals and objectives of the project. Some of the values and character issues that would be important to a successful program were also incorporated because the literature reinforced the need for their implementation.

Visitations to other school districts would prove to be the backbone of the project, however. Here, the planning committee could see first hand through observations and interviews with administrators, coaches, teachers, and student athletes what they liked or disliked about their athletic programs. The actual implementation of relevant aspects of each separate program could also be witnessed first hand allowing for unique individual impressions of the visitation committee members. The incorporation of a fifth athletic season and the "leveling" concept were adopted as ways to increase participation and provide appropriate levels of competition as a result of such observations and interviews.

A planning committee was needed to establish a meeting timeline and administer the project's implementation. The committee included high school and middle school representatives and a parent representative who had the opportunity to give input and to ask questions that might be of concern to other parents and community members. This committee would investigate the pros and cons of the current athletic model being utilized in the Wenatchee School District versus a new in-district model. New job descriptions and responsibilities were developed for the middle school athletic coordinators. These responsibilities included interviewing

middle school and high school staff and gathering community input in order to compile positive and negative comments on the athletic models. This was an important step before program recommendations could be made to the School Board.

Project Implementation

Preliminary information was gathered by the three original committee members Ted Taylor, Pat Hilscher, and Brian Flones through visitations to other school districts in order to investigate various models of middle school athletic programs. The committee would then make visitations to all of the concerned schools in the Wenatchee School District; Wenatchee High School, Pioneer Middle School, Orchard Middle School, and the newly appointed administrators and concerned faculty designees of Foothills Middle School in order to address any concerns and questions.

It was decided that the Planning Committee would begin to investigate the athletic programs of other school districts in communities in the state of Washington that were of similar size to Wenatchee. The decision to change would be difficult. The committee realized that immediate change might possibly cause alarm and concern in the district and the community. Any revisions in the sports agenda should be well thought out and allow for a smooth transition.

Towards the end of the planning timeline, the committee made final recommendations to the Wenatchee School Board. These recommendations were based on hundreds of hours of study and work. The School Board voted to adopt the new Athletic Proposal and implement it into the curriculum for the 1993-1994 school year.

The planning committee would continue to meet throughout the 1993-1994 school year to address problems and concerns that emerged and to make recommendations for any changes that would be implemented during the 1994-1995 school year.

The planning committee would continue to serve as a vehicle to implement changes and revisions in the program on a yearly basis. The latest version and changes in the program were made in 1998-1999. The sports guidelines contained the new improved changes in the middle school athletic program.

Program Investigations:

A review of middle school athletic programs in other school districts from communities of a comparable size to Wenatchee served as an important guide to the practical set-up of the new program. In order to examine different concepts and adopt the best ones from each program, the following publications were examined: *Middle School Athletic Program: Coaches handbook and Sports Guidelines*, Bellingham School District (1991-92); *Middle School League*, Edmonds School District (1991-92); and *Yakima Middle School Athletic League*, Yakima School District (1991-92). It was the goal of the Wenatchee School District to develop a completely in-district program. School districts with this type of competition league were of the most interest.

Designated members of the planning committee traveled to four different communities to interview athletic directors, coaches, administrators, and players involved in different middle school programs. Many of the concepts from these programs were later incorporated into the Wenatchee Middle School District's model.

The athletic program in the Vancouver School District was primarily an intramural concept within each middle school where only the culminating contest at the end of the season involved crossover competition with other schools. There were four middle schools in Vancouver, and each conducted a traditional four-sport season. All of the athletic programs were in-district with no outside of the district travel.

Edmonds School District had six middle schools that made the development of a league schedule somewhat easier. The concept of the Edmonds Middle School program was that each of the schools had one varsity team that played other teams in the district. All other players were pooled into an intramural league within individual schools with no crossover contests.

The two school districts that were investigated at a deeper level were Bellingham and Yakima. Both programs utilized a similar concept. However, neither met all of the needs of the Wenatchee District. Neither school program included baseball. In Yakima and Bellingham, baseball was community based conducting Little League and Babe Ruth. Wenatchee's pilot program was to include swimming, tennis, flag football (for sixth grade), and soccer, in addition to baseball, all of which were nonexistent in the other district programs.

Bellingham's middle school program due to its geographical location and rainy climate placed most of its emphasis on boys' and girls' basketball. Both of the basketball programs were during the same season. Wenatchee's limited facilities would not permit both the boys' and girls' seasons to run simultaneously. The sports seasons are again traditional, football, volleyball in the fall; basketball,

bowling, wrestling in the winter; and track, gymnastics in the spring. There was not a school baseball or soccer season. These sports were community based only.

Team selections were based on grade level. In basketball, the players were divided into equal teams with higher and lower ability athletes. After the first six weeks of competition, the best athletes were selected onto All-Star teams. The All-Star teams from each of the four middle schools continued to compete with one another for four more weeks. The basketball season could be extended to 12 weeks depending on the calendar year.

Bellingham had three middle schools within the district and included a small neighboring community's middle school in its sports program. Therefore, the model had four schools with scheduled games. The middle school teams were grouped according to grade level only. Eighth graders competed against other eighth graders. Each team was organized to be fairly even in ability.

There were five middle schools comprising the Yakima School District Athletic League with a four sports season format. The traditional scheduling of football, volleyball, soccer in the fall and baseball, softball, track in the spring was used. Two winter seasons of boys basketball, girls bowling and girls basketball, boys wrestling completed the seasons. The league had a standard game schedule which allowed for a set number of contests per sport.

The Yakima School District also utilized used a different format for grouping teams. The players were formed into teams according to ability; Level I or Level II. Each level had its own schedule competing against the other middle schools. Competition Levels I and II were determined based on student athletic ability. By

using the results of a talent formula consisting of height, weight, speed, jumping ability, and overall athletic achievement, the athletes were placed into the appropriate competition level. With this criteria, some seventh graders would be placed on Level I teams and some eighth graders would be considered for Level II competition. The format of the Yakima School District proved to be very useful in the development of the Wenatchee School District Middle School Athletic Program.

Project Adoption:

The most important aspects of the new program were defined in order to compare and contrast the concepts of the other school districts. The following influences were investigated:

- (1) Team selection by age, grade, and/or ability;
- (2) Development of the student athlete with de-emphasis on winning or losing;
- (3) Preferred role of administration and coaches in determination of philosophy and role modeling behavior;
- (4) Determination of season length, sport season diversification, opportunity to participate, and contest playing time with the goal of achieving guidelines and philosophy expectations.

The desired outcome for each guideline was established. It was also a goal to develop a system to continually monitor the administration and coaches for compliance with the philosophy. The primary concern was the student athletes' perceptions of themselves with the goal of building self-esteem.

After accumulating information from these four districts, the planning committee was able to incorporate the positive aspects of the programs and delete the

negative aspects in order to develop a program that would be workable in Wenatchee. The recommendations sent to the School Board were presented in the following summary.

Proposal #1: This did not change the current middle school program. The new middle school would be included in the present travel league. The School Board considered this proposal to be cost ineffective due to increased travel. Potentially three extra buses would be needed each travel day, a scheduling nightmare.

Proposal #2: This proposal was similar to the first with the addition of more pilot programs in sports such as soccer, swimming and tennis.

Proposal #3: Pilot programs would be included in this proposal. However, the competition would be completely in-district with no travel. A disadvantage of this proposal was the conflict with the high school in the use of the various recreational facilities. Additionally, high school coaching staffs could not be utilized.

Proposal #4: This proposal was also an in-district model. An extra sports season was added to increase student participation and exposure to different sports. The two traditional seasons of football/volleyball and baseball/softball were switched in order to minimize facility conflicts with the high school. High school varsity coaches could then help in the development of practice plans and techniques at the middle school level in order to develop a more continuous program with easy transition into high school sports. A fall baseball/softball season and a spring football/volleyball season were also compatible with the climate in Wenatchee.

The planning committee decided that this proposal allowed for greater flexibility and recommended this program to the Wenatchee School Board.

Project Administration:

After the School Board voted to adopt the recommended program, the committee began to develop the implementation of the new program. Each middle school interviewed and then hired an Athletic Coordinator that would fit the job description to administer the new sports agenda. Coaching development, evaluation, transportation, scheduling and supervision would all be included in the Athletic Coordinator's duties.

A series of ethnic reports were analyzed to investigate the growing percentages of Hispanic students at the middle school level. These statistics compared numbers of minority students at each individual middle school comparable to the other schools in the district. Many of these Hispanic students were bused across town to Orchard and Foothills Middle Schools in order to integrate the schools. It was hypothesized that the busing and the language barrier would decrease participation in sports at those two middle schools with the largest percentage of Hispanics. These reports illustrated why participation at Orchard and Foothills was indeed lower than Pioneer Middle School.

Sports Guidelines were implemented in order to state the philosophy of the program and to develop a middle school Athletic Council. This Council would be the governing body of the athletic program. The Council would investigate problems and assure positive communication within the district.

An evaluation of the first year of the program included participation and cost reports. Coaches, administrators, and members of the Athletic Council made

recommendations concerning the future administration of the program. Problems continue to be addressed.

Project Revisions:

Based on the recommendations of the coaches and administrators, the athletic program has been adjusted and revised to deal with many of the problems that were manifested in the course of the yearly program. In 1998, the district program revised its sports guidelines and regulations handbook to document the many changes that had occurred. Also, changes for a couple of the major sports have taken place with the return to interscholastic competition for wrestling and track in 2001-2002, and football and basketball the following year.

Practice sites and times for level III sixth grade basketball had to be adjusted. The sharing of school facilities needed to be scheduled more effectively, and practice times and start times had to be changed.

Transportation has continued to run into problems with the numerous sites and schedule changes that occur on a daily basis.

Officiating problems have also occurred and adjustments have been made. The season switch, scheduling mix-ups, and no-shows have created unique situations that which are continually dealt.

The number of teams and total participants have also created situations where one school might have three or four teams, while another school might only have one. These situations have created scheduling and competition concerns.

Chapter IV

The Project

The current *Wenatchee Public Schools Middle School Athletics 2001-2002 Sports Guidelines & Regulations* for the Pioneer Bears, the Foothills Falcons, and the Orchard Bulldogs was created as the result of this project. It was published to function as a resource to provide program administrators, teachers, coaches, parents, and students the guidelines and regulations that serve the student athletes at the middle school level. It was organized as a handbook to provide the population it served with information about the philosophy, goals and objectives, administration, student eligibility, and sports offerings and schedules.

The project was designed to allow for the modifications and adjustments that would normally occur in any athletic program. Besides functioning as the working model for the Wenatchee School District's athletic program, it was intended to be an example for consideration by other school districts. With continued communication and evaluation, the Wenatchee School District's Middle School Athletics Program could prove to be a useful model for other middle school programs in the state of Washington or the nation that have similar demographics.

The appendix that follows the project includes the athletic program organized in a handbook format with schedules for many of the middle school sports seasons. An example of a bus transportation schedule is included to illustrate the many aspects of transporting students in a single sports season. A list of resources concludes the handbook.

This project includes the revised updated 1998-1999 sports guidelines and modifications. The body of the publication is the Sports Guidelines that include a philosophy statement with a list of goals and objectives that the program hopes to accomplish. The Middle School Athletic Council and its responsibilities are defined. These guidelines also contain the general league regulations addressing student eligibility and other issues. The implementation of five sports seasons is discussed in detail. The definition of Level I and Level II leagues is also included. Due to the lack of facilities at each middle school and the large number of participants, a special section was added to address alternative practice and game sites. Each sport has individual regulations and guidelines in order to explain how the sport program will function and to address all possible situations that might arise during the season.

The project was instituted on the athletes from Pioneer Middle School, Orchard Middle School and Foothills Middle School who participated in the various sports included in the program. The athletes were targeted from a middle school population of approximately 1,500 students. Most students were between the ages of 12 to 15 who volunteered to participate for their respective middle school. The population competed in various sports in both team and individual sports in five different sports seasons. These sports seasons were Fall I, Winter I, Winter II, Spring I and Spring II.

At the start of the 1994-1995 school year, athletes involved in the project began their participation in the middle school sports program. At the start of each sports season athletes in the various sports received athletic codes, sports guidelines, equipment and uniforms and eventually sports schedules. After completing the

required number of practices the coaches were required to place the athletes at their appropriate competition level. At that time schools competed against each other in the specific sports events. At the end of each sports season the participating coaches met with one another to review the sports season and make recommendations. The meetings were overseen by the athletic coordinators from each school.

Each sport season; Fall I, Winter I, Winter II, Spring I and Spring II sports has also been presented in the appendix.

Chapter V

Summary, Conclusions, and Recommendations

It has been eight years since the Wenatchee School District sent investigators to other school districts in order to gather information about middle school athletic programs. The three areas of concern that the Wenatchee School District wanted to address gave rise to a new athletic program. The areas of developing athletic skills and values, of increasing participation and providing appropriate levels of competition, and of addressing administrative concerns have been studied. Because of the data from those areas of concern, Wenatchee School District revised and modified its program in 1998-1999. In the 2001-2002 sports season other revisions were implemented.

The administrators from the three middle schools made decisions based on the increased participation and the busing expenditures as well as other administrative concerns. Concerns about fair boundaries or the lack thereof was based on an annual participation report. Also, the placement of the sports seasons created much controversy.

As of the fall of 2001, the Athletic Program switched football and volleyball back to the traditional fall season and dropped baseball and softball to let the community programs develop the players for Wenatchee High School. This resulted from complaints by many of the high school head coaches. They were concerned that participation numbers were down because of the time that the sports season was held.

Another big change implemented in the 2001-2002 school year was that four sports rejoined the interscholastic competition regulated by the W.I.A.A. in the North

Central Washington Middle School Athletic League. Those sports selected were boys and girls basketball, wrestling, cross country, and track. The remainder of the sports, with the exception of softball and baseball, would remain the same in length and in original season placement.

The change back to interscholastic competition in the North Central Washington Middle School Athletic League was mainly prompted because of the perceived lack of appropriate competition. There was concern expressed by high school and middle school coaches, parents, and student athletes about the lack of variety in competition as well as the level.

In the area of transportation costs, the regular bus schedules as well as extra busing due to last minute game schedule changes (additions, deletions) of the weekly plan resulted in excessive costs.

Equipment purchase and officiating costs resulted in increased expenditures due to the extra sports season and the increased number of games.

The current middle school athletic model has functioned as a working document; revising and changing schedules and sports seasons, adding and deleting sports, and even adjusting the levels of competition based on concerns expressed by the people the program serves. It has accomplished the objectives that were established at the origins of this project.

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APPENDIX

Wenatchee Middle School Athletic Program

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Wenatchee School District
Middle School Athletic Program
Philosophy, Goals and Objectives

Philosophy

Participation, performance and competition within the middle school athletic program will focus on the opportunity for students to perform and develop skills to the best of their abilities.

The philosophy will direct program structure and outcomes in the following areas:

- A. Provide the opportunity for as many students as possible to participate and enjoy their involvement in a sport activity.
- B. Provide the beginning level and advanced level participant with appropriate skill development opportunities.
- C. Provide the opportunity for all students participating to play at an appropriate level within the district game schedule.

Goals and Objectives

- A. Participation: Involve as many students as possible by providing teams as needed within the sports program. The emphasis will be to promote the socialization needs of the participants and to increase their enjoyment of the activity.

- B. **Skill Development:** Provide a coordinated instructional sequence for the introduction of basic and advanced skills. Emphasis will be placed on the mastery learning of skills in order to prepare students for their next level of involvement.
- C. **Performance Opportunities:** Participants will play at an appropriate competition level through jamborees, tournaments and a league schedule.
- D. **Psychological Development:** Promote character attributes related to self-discipline, responsibility, work ethic, goal setting and the self-worth of each individual.

Middle School Athletic Council

Membership

One administrator (Principal/Vice Principal) from each school (3)

Athletic Coordinator from each school (3)

One coach from each school (3)

District Athletic Director

Responsibilities

1. Evaluate the athletic program on a continual basis in the areas of student participation, coaching personnel, facilities, budget, officials, transportation and league schedules.
2. Control and regulate the program by developing policies and procedures consistent with overall district philosophy.
3. Act as an advisory council to the District Athletic Director, who will make recommendations as needed to the Superintendent of Schools.

General League Guidelines

I. Student Eligibility

- A. Eligibility Lists: An eligibility list for each interscholastic sport shall be on file in the office of each building. Students grades 6, 7, 8 will be eligible to participate after completing the following: Physical Exam, Medical Insurance, Safety Guidelines, and Athletic Code.
- B. Scholastic: To be eligible, a student must be passing in four classes. If a student is eligible at the beginning of a season, he/she will be scholastically eligible for the entire season unless referred by a teacher for unsatisfactory academic progress. Probationary status may be assigned at the building level until such time as satisfactory academic progress is established by the student.
- C. Age Limits: A student shall not have reached his/her 15th birthday prior to June 1 of the previous school year.
- D. Appeal Process: Appeals for 7th and 8th graders related to student eligibility guidelines must be made to the District Athletic Director. Appeals will be heard by a committee represented by members from each school within the athletic council.
- E. Students will not be allowed to participate if they have not cleared during the first ten (10) school days of the session. An appeal for an exception may be made with a building administrator. (6/98)

II. Athletic Program Guidelines and Definition

- A. All Will Play: Squads will be limited to size and every player suited up will play. Players must be substituted periodically throughout the game.

- B. Competition Levels: Athletic teams at each school will be formed into a maximum of three levels plus the sixth grade program within the Middle School League. Level Three will consist of the remaining players placed on unlimited balanced teams. (6/98)
- C. Movement between Levels is permitted when a participant has been misassigned based on the selection criteria and in the case of injury, extended illness or when a student has problems in citizenship, attitude and work ethic.
- D. Level Selections: All players will practice together for the first week. The coaches will make the selection of players to Level I based on the following criteria: Skill level, knowledge of the sport, coachability, work ethic and citizenship.
- E. In those programs where there are levels, the following will be the process:
1. Team Selection: In combined 7th/8th grade programs, schools are required to place their best athletes at Level I on two balanced teams. Schools who believe that they do not have the numbers or participants to have two Level I teams may petition for a league meeting of the coaches prior to the first scheduled league contest. The petition must be filed with the league president and a meeting scheduled with the athletic coordinators and head coaches on the first available date.

To increase the competition level for higher skilled athletes, each building may select their highest skilled athletes to compete in a modified schedule. The athletes chosen to participate will continue with the

regular schedule. This schedule must be agreed upon at the pre-season meeting by coaches and athletic coordinators. (6/98)

2. Level One: Players will be selected according to their athletic ability and team positions needed to develop two balanced teams except football. (6/98)

3. Level Two: Players will be selected according to their athletic ability and the team positions needed to create as many balanced teams as necessary. (6/98)

F. Starting Times: The basic start times for athletic contests will be as follows:

Teams traveling from Foothills to Pioneer: 3:30 p.m.

Teams traveling from Orchard to Pioneer: 3:30 p.m.

Teams traveling from Orchard to Foothills: 3:45 p.m.

Teams traveling from Pioneer to Orchard: 3:45 p.m.

Teams traveling from Pioneer to Foothills: 4:00 p.m.

G. 1997-98 Five Season Calendar

<u>Season: Fall I</u>	<u>Weeks</u>	<u>Sport</u>	<u>Teams</u>
September 7 - October 16	Six	Cross Country	6/7/8 Combined
September 7 - October 16	Six	Softball	7/8 Combined
September 7 - October 16	Six	Baseball	7/8 Combined
September 7 - October 16	Six	Tennis	7/8 Coed
September 7 - October 16	Six	Flag Football	6 th Grade
September 7 - October 16	Six	Volleyball	6 th Grade
<u>Season: Winter I</u>	<u>Weeks</u>	<u>Sport</u>	<u>Teams</u>
October 19 - December 15	Eight	Boys Basketball	7/8 Combined
October 26 - December 4	Six	Boys Basketball	6 th Grade
Suspended for 1998-99	Six	Bowling	6/7/8 Combined
<u>Season: Winter II</u>	<u>Weeks</u>	<u>Sport</u>	<u>Teams</u>
January 11 - February 19	Six	Wrestling	6/7/8 Combined
January 4 - February 26	Eight	Girls Basketball	7/8 Combined
January 11 - February 19	Six	Girls Basketball	6 th Grade
<u>Season: Spring I</u>	<u>Weeks</u>	<u>Sport</u>	<u>Teams</u>
March 1 - April 27	Eight	Football	7/8 Combined
March 1 - April 27	Eight	Volleyball	7/8 Combined
March 8 - April 23	Six	Girls Soccer	7/8 Combined
March 8 - April 23	Six	Boys Swimming	6/7/8 Combined
<u>Season: Spring II</u>	<u>Weeks</u>	<u>Sport</u>	<u>Teams</u>
April 28 - June 4	Six	Girls Swimming	6/7/8 Combined
April 28 - June 4	Six	Track & Cross Country	6/7/8 Combined
April 28 - June 4	Six	Boys Soccer	7/8 Combined

H. Practice: Practice and/or games will take place five days per week.

Practice for sixth grade teams not in a combined program will last one hour and practice for all other teams will be two hours in length. At no time will practice be held immediately following a contest. There will be no practice on Saturdays, Sundays or during school vacation in any sport.

I. Schedules: Final schedules for each sport at each level will be approved the second week of each season by the athletic coordinators and copies distributed immediately to all coaches, building and district athletic office.

Schedule Changes: Following the adoption of the league schedule, the schedule may only be changed by the school athletic coordinators.

To determine whether to cancel a contest, the home facility team's Athletic Coordinator/Administrator would communicate with the other schools' Athletic Coordinator(s)/Administrator(s). Once the decision to cancel is determined, the home facility team's Athletic Coordinator/Administrator would contact: a) Transportation; b) the High School Athletic Office.

Each Coordinator/Administrator should contact their school office in order for an announcement to be made to students and staff. (6/98)

School Practice Sites:

	Foothills	Orchard	Pioneer
<u>Fall</u>			
Cross Country 6/7/8 5:15	WHS 3:15 - 5:15	WHS 3:15 - 5:15	WHS/Triangle 3:15 - 5:15
Softball 7/8 Grade	FMS	Morris Park	Triangle
Baseball 7/8 Grade	FMS	OMS	Triangle
Tennis 7/8 Grade	WHS 3:15 - 5:15	WHS 3:15 - 5:15	WHS 3:15 - 5:15
Flag Football 6 th Grade	FMS	OMS	Triangle
Volleyball 6 th Grade	FMS	OMS	PMS
<u>Winter I</u>			
Boys Basketball 7/8 Grade	FMS 3 - 5 p.m. @ Newbery	OMS Level 1 & 2 3 - 5 p.m. Level 3 3:15 - 5:15 @ Lewis & Clark	PMS Level 3 3 - 4 p.m. @ Mission View Level 1 & 2 3:15 - 5:15
Bowling (Suspended for 1998-99)	Columbia Lanes M-T-W-Th-F 3-5 p.m.	Columbia Lanes M-T-W-Th-F 3-5 p.m.	Columbia Lanes M-T-W-Th-F 3-5 p.m.
Boys Basketball 6 th Grade	Practice FMS 6:45 - 7:45 a.m.	Practice OMS 6:45 - 7:45 a.m.	Practice @ Columbia 3:15 - 4:15 p.m.
<u>Winter II</u>			
Girls Basketball 7/8 Grade	FMS 3 - 5 p.m. @ Newbery	OMS Level 1 & 2 3 - 5 p.m. Level 3 3:15 - 5:00 @ Lewis & Clark	PMS Level 3 3 - 4 p.m. @ Mission View Level 1 & 2 3:15 - 5:15
Wrestling 6/7/8 Grade	FMS	OMS	PMS
Girls Basketball 6 th Grade	FMS 6:45 - 7:45 a.m.	Practice OMS 6:45 - 7:45 a.m.	Practice @ Columbia 3:15 - 4:15 p.m.
<u>Spring I</u>			
Football 7/8 Grade	FMS	OMS	Triangle
Volleyball 7/8 Grade	FMS	OMS 3:15 - 5:15 p.m.	PMS
Girls Soccer 7/8 Grade	FMS 3:00 - 5:00 p.m. Triangle		L & C 3:15 - 5:00 p.m.
Boys Swimming	WHS 3:15 - 5:00	WHS 3:15 - 5:00	WHS 3:15 - 5:00
<u>Spring II</u>			
Girls Swimming 6/7/8 Grade	WHS 3:15 - 5:00	WHS 3:15 - 5:00	WHS 3:15 - 5:00
Track/Cross Country 6/7/8 Grade	FMS		OMS Triangle

- J. Officials: All Level I contests and Level II in basketball will use the Chelan County Officials Association when available. A pool of in-district officials will be used for all other level contests. Officials assigning criteria and services recorded form will be used for all in-district officials.
- K. Video Taping: Video taping by school or parent will be allowed. Video taped practices or contests cannot be exchanged between schools.
- L. Spirit Teams: No league schools are permitted cheerleaders or drill teams at any league contest. Half-time routines need to be approved by building principals.
- M. Sportsmanship Statement: (To be developed)

Baseball Regulations

Total Season Including Practice: six (6) weeks

Practice Days Per Individual: eight (8) days

Regular Season Game Limit: eight (8)

Baseball Rule Book: National Federation Rule Book applies

Fall: Baseball - Boys

Grade Level: 7th and 8th (combined teams)

Player Limitation: For baseball, a pitcher is eligible to pitch in no more than seven innings in one week.

Number of Practices Required Before Squads Selected: 3 - 5 (5/96)

Number of Practices Required Before Competition: 8

Instructional Clinics: To be determined by League coaches (5/96)

Number of Contests: 8

Maximum Number of Players per Team: 12

Minimum Playing Requirement: The batting order must be established with all suited players on the roster listed in the batting order. The unlimited substitution rule will apply in the field.

No Walk Rule: After four (4) walks during an inning, the batter has to either strike out or hit the ball in play. (6/98)

Batting practice will be permitted at Recreation Park prior to the game. If time allows, both teams will have 15 minutes each in the batting cage.

Catchers are required to use a protective mask with throat protector, a catcher's helmet, a chest protector, and shin guards. No exceptions, including players warming up pitchers.

Pitchers will be allowed to throw fastballs and change-ups. Curves may be thrown as per coaches' agreement at the pre-season baseball meeting. (6/97)

Batting helmet bearing the NOCSAE stamp and exterior warning label is mandatory for each batter, on-deck batter, players in the coach's box and runner. The batting helmet worn by each batter, batter on-deck, players in the coaches' boxes, and runner shall have extended ear flaps which cover both ears and temples. If a pitcher wears a batting helmet, its outer covering shall have a non-glare surface.

For all games the following field dimensions will apply: a) pitcher rubber to play Level I = 60' and Level II = 54' (6/98); b) bases = 90'

Note: Level I and II field dimensions may be modified if player skill level required the adjustment.

League games that are rained out are made up by mutual consent of the two schools, but must be during the same week. If the game cannot be played at that time, the game is canceled from the schedule. All reasonable attempts should be made to play the game as scheduled.

Each shall be a maximum of seven innings. No inning shall start after 5:30 p.m., but an inning that starts before 5:15 p.m. will be completed unless the coaches agree, because of the score of the game, that it is not necessary to continue past 6:00 p.m. Good judgment needs to be used when deciding to start another inning close to

the 5:30 p.m. cut-off time. If the score is tied at the conclusion of seven innings the game will end as a tie, no extra innings.

Called Game: When a league game is called by the coaches or umpire, before the completion of the required number of innings, the score reverts back to the score of the last completed inning.

Baseball cleats can be either metal or plastic, but plastic cleats are recommended.

Boys' and Girls' Basketball Regulations

Total Season Including Practice: eight (8) weeks

Practice Days Per Individual: eight (8) days

Regular Season Game Limit: ten (10)

Rule Book: National Federation Rule Book applies

Winter I Sport: Basketball - Boys

Winter II Sport: Basketball - Girls

Grade Level: 7th and 8th (combined teams) (6/95)

Number of Practices Required Before Squads Selected: 3 - 5 (5/96)

Number of Practices Required Before Competition: 8

Instructional Clinics: To be determined by League coaches (5/96)

Number of Contests: 10

Maximum Number of Players per Team: 10

Officials: Level I will use one Chelan County Association official. The home team will provide a responsible person who will supervise the clocks, scoreboard and the official game scorer.

Length of Games: Quarters will be eight (8) minutes in length. Half-time is limited to eight minutes. All games will have one minute between quarters. Ties will not be played off.

Playing time: All players who suit up for a game must start and finish at least one full quarter. No team shall press when ahead by 15 or more points. (6/97)

Official Ball: The intermediate middle level ball will be used for boys and girls basketball during the 1997-98 school year. The regulation sized basketball will be phased in over a two-year period and will be used during the 1998-99 school year. (6/97)

Sixth Grade Special Rules:

1. No backcourt pressure or zone defenses allowed.
2. Length of Games: There will be two halves, each 20 minutes in length using running time. (6/98)
3. The running clock will not stop during foul shots. (6/98)
4. The score will be kept during games.

Girls' Bowling Regulations

Suspended for the 1998-99 School Year

Winter I Sport: Bowling - Girls

Grade Level: 6th, 7th and 8th (combined teams)

Number of Practices Required Before Squads Selected: 3 - 5 (5/96)

Number of Practices Required Before Competition: 5

Number of Contests: 20 - should be run with league play

Minimum Players: All will participate

The Middle School Bowling League will offer two programs, one recreational group and one competitive group. The recreational group will focus on learning the game as a lifetime sport. The competitive group will focus on instructional skills and techniques and use a ladder or tournament format for league play. (6/95)

Penalty: If a player is absent during play, take 5 to 10 points off of their average score and continue play.

Suggested Rules of Etiquette for Bowling:

1. The team represents the school and team members should be examples of good citizenship.
2. Be ready to bowl when it is your turn.
3. Do not take too long on the approach.
4. Remain seated before and after you bowl.
5. Allow the bowler on your right to bowl first when you both approach at the same time.

6. Use your own selected ball and not a ball already being used.
7. Stay out of the bowling area with street shoes.
8. No food or drink during the matches.
9. Do no harass or annoy other bowlers.
10. Stay in bowling area during the match.
11. Be courteous at all times and be friendly with the other team.
12. Give encouragement to your teammates.
13. Thank your opponents at the end of the match.
14. Return your shoes and the ball to the proper place after the match.
15. Be cooperative with coaches and teammates.

8-Man Flag Football Regulations

Fall Season: 6 weeks

Level of Play: Level Three

Grade Level: 6th

Number of Practices Before Squads Selected: 3 - 5 (5/96)

Number of Practices Before Competition: 5 individual

Maximum Number of Players on a Team: 10 (8 players will play in games)

Uniform: Teams must have same color jersey or pull-over vest

Ball: The junior sized leather or rubber coated football

Playing Field: Field dimensions and goals will be dependent upon the school facility.

Length of the Game: Two 20-minute halves with running clock, five minutes between halves. Clock will stop for injury only.

Time Outs: Each team is allowed one time-out per half. (Two minutes in length.)

Scoring: Touchdown: 6 points - no point after touchdowns

Substitutes: Any number of substitutes can be made in between plays or time-outs.

Officials: Minimum one per game

Ties: Will not be played off

Football Flags: Two Velcro attached flags per player. Home team wears red flags and visiting team wears yellow flags.

Starting the Game: Coin flip will determine first possession on the 20-yard-line.

Game Rules

Fumbled Ball: Fumbled ball at any time is dead and belongs to the team that fumbled the ball at the point of the fumble.

Incomplete Pass: Incomplete pass is a dead ball and goes back to the original line of scrimmage.

Downed Ball: The ball is downed when one flag is detached from the belt or the ball carrier loses a flag.

Flag Guard: No staff arm or hard guard allowed.

No Spinning: Ball carriers are not allowed to spin when running to avoid defender. If a runner is called for spinning, the ball is dead at the point where the spin occurred.

Blocking: Closed forearm blocking only, no extension allowed.

First Downs: When the ball is spotted the offense only has to cross the next 20 yard marker to obtain a first down.

Punt: The team has to declare on fourth down. Punts can be returned or fair catch. If the ball is not caught, then it is dead where it first strikes the ground. (6/98)

Pass Rush: Defense can only penetrate the line of scrimmage on pass plays after the official three counts or when the quarterback leaves the pocket.

Pushing Out of Bounds: The defense may not push the ball carrier out of bounds with no attempt to pull the flag. (6/98)

Penalties: 5 yard infractions: offside; delay of game; less than three players on line of scrimmage; illegal motion or shift; illegal forward pass. 10 yard infractions: illegal use of hands; illegal block; unnecessary roughness; unsportsmanlike conduct, clipping, passing interference; pushing out of bounds. (6/98)

Football Regulations

Total Season Including Practices: 8 weeks

Minimum Number Practice Days per Individual: 12

Regular Season Game Limit: 6

Spring I: Football, 11-man

Grade Level: 7th and 8th (combined teams)

Number of Practices Required Before Squads Selected: 3 - 5 (5/29/96)

Number of Practices Required Before Competition: 12, first three practices will be without shoulder pads, helmet only, no contact

Instructional Clinics: To be determined by League coaches (5/29/96)

Number of Contests: 6

Maximum Number of Players per Team: 18

Game Length: 10-minute quarters. Regular timing rules will apply. Half-time will be ten minutes.

Ties: Ties will not be played off.

Officials: Two registered officials will be assigned from the Chelan County football officials' association. The Athletic Coordinator of the home team is responsible for providing the following assistance: a) a timer; b) Supervisor of Chain Crew (Chain Crew consists of three students).

Scoring: Regular Federation scoring will apply. Note: Point after touchdowns will be two points for place kick, one point for scrimmage play (run or pass).

Major Penalties: Shall be a maximum of 10 yards

Boys' and Girls' Soccer Regulations

Total Season Including Practice: 6 weeks

Minimum Number Practice Days per Individual: 8

Regular Season Game Limit: 8 (5/96)

Spring I Sport: Soccer - Girls

Spring II Sport: Soccer - Boys

National Federation Soccer Rules will apply.

Level One: 7th and 8th (combined teams)

Number of Practices Required Before Squads Selected: 3 - 5 (5/96)

Instructional Clinic: To be determined by League coaches (5/96)

Number of Practices Required Before Competition: 8

Number of Contests: 8 (6/97) and Jamboree (6/98)

Maximum Number of Players per Game Required to Suit Up: 16

Length of Game: Two 30-minute halves, a five-minute half-time. (5/96)

Substitution: National Federation Rules apply

Ties: Tie scores will not be played off.

Coaches must remain on the sidelines of the field between the 18 yard lines. They may only come on the field to attend an injured player.

Official Ball: National Federation Approved Standards - home team provides three balls for the games. Number 5 soccer ball is the official game ball.

Shoes: Metal cleats prohibited, molded plastic cleats recommended, regular tennis shoes allowed.

Goalie may wear a neutral jersey.

Field Preparation: The home team is responsible for setting up nets and corner flags for the game.

Officials: Games will use a certified official.

Girls' Softball Regulations - Fast Pitch

Total Season Including Practice: 6 weeks

Minimum Number Practice Days per Individual: 8

Regular Season Game Limit: 8

Softball Rule Book: National Federation Rules Book apply with modifications as adopted by the League.

Fall Sport: Softball - Girls; Level 1 - Fast Pitch; Level 2 - Fast Pitch

Grade Level: 7th and 8th (combined teams)

Player Limitation: For softball, a pitcher is eligible to pitch no more than seven innings per week.

Number of Practices Required Before Squads Selected: 3 - 5 (5/96)

Number of Practices Required Before Competition: 8

Instructional Clinics: To be determined by League coaches (5/96)

Number of Contests: 8

Maximum Number of Players per Team: 12

Minimum Playing Requirement: The batting order must be established with all suited up players on the roster listed in batting order. The unlimited substitution rule will apply in the field.

Batting Rule: The tenth (10th) batter of each inning is the final batter. Teams will stay at bat in their half of the inning until there are three outs or until ten batters have come to bat. (6/95)

No Walk Rule: After ten runs or after four (4) walks during an inning, the batter either has to strike out or hit the ball in play. (6/95)

There will be no batting practice on the field allowed before the game by either team.

Catchers are required to use a protective mask with throat protector, a catcher's helmet, a chest protector, and shin guards. No exceptions, including players warming up pitchers. Use of shoes with metal cleats is prohibited.

Batting helmet bearing the NOCSAE stamp and exterior warning label is mandatory for each batter, on-deck batter, players in the coach's box and runner. The batting helmet worn by each batter, on-deck batter, players in the coaches' boxes, and runner shall have extended ear flaps which cover both ears and temples. If a pitcher wears a batting helmet, its outer covering shall have a non-glare surface.

The league softball shall be an A.S.A. approved softball, 12 inches in diameter, white stitch non-restricted flight. One new ball will be furnished by the home team for each game.

For all games the following field dimensions will apply: a) pitcher rubber to play Level I = 40' and Level II = 35' (6/98); b) bases = 60'.

Note: Level II field dimension may be modified only if player skills level required the adjustment.

League games that are rained out are made up by mutual consent of the two schools, if circumstances permit, during the same week. If the game cannot be played at that time, the game is canceled from the schedule. All reasonable attempts should be made to play the game as scheduled.

Each game shall be a maximum of seven innings. No inning shall start after 5:30 p.m., but an inning that starts before 5:15 p.m. will be completed unless the coaches agree,

because of the score of the game, that it is not necessary to continue past 5:45 p.m. Good judgment needs to be used when deciding to start another inning close to the 5:30 p.m. cut-off time. If the score is tied at the conclusion of seven innings the game will end as a tie, no extra innings.

~~Called Game:~~ The ten rule is in effect. When a league game is called by the coaches or umpire before the completion of the required number of innings, the score reverts back to the score of the last completed inning.

Softball cleats will be plastic or molded rubber.

Boys' and Girls' Swimming Regulations

Total Season Including Practice: 6 weeks

Practice Days per Individual: 10

Regular Season Match Limit: 3 meets

Ability: Students must be able to swim one lap each of the following: front crawl with breathing; backstroke; and breaststroke. (6/98)

Spring I Sport: Boys' Swimming

Spring II Sport: Girls' Swimming

Grade Level: 6th, 7th and 8th grade

Number of Practices Required Before Competition: 10

Number of Contests: 2 mini-meets/1 regular meet

Maximum Number of Players for Meet: N/A

Practice Site: Wenatchee High School 3:30 p.m. - 5:00 p.m.

Meet Starting Times: All meets start no later than 4:00 p.m.

Swimming Events: 50 free; 50 fly; 50 backstroke; 50 breaststroke; 100 individual medley; 200 freestyle; 200 medley relay; 200 free relay; 400 free relay

Swim Management: Swim coaches will be responsible for obtaining meet personnel and organization of all meets. (6/97)

Students will not be allowed to participate if they have not cleared during the first two weeks of the season. The boys and girls programs will run during separate seasons. (6/97)

Boys' and Girls' Tennis Regulations

Total Season Including Practice: 6 weeks

Practice Days per Individual: 8

Regular Season Match Limit: To be determined

Fall Sport: Tennis Boys/Girls

Grade Level: 7th and 8th combined

Number of Practices Required Before Levels Selected: 3 - 5 (5/96)

Number of Practices Required Before Competition: 8

Number of Contests: To be determined

Maximum Number of Players per Level: To be determined

Instructional Format: Introduce basic tennis skills of serve, forehand, backhand, net game and match play strategies.

Match Play Format: Will use boys/girls singles and doubles. Mixed pairs will not be used in match play.

Boys' and Girls' Track and Cross Country Regulations

Total Season Including Practice: 6 weeks

Minimum Number Practice Days per Individual: 8

Regular Season Meet Limit: 5

Individual Meet Limit: 5

Rule Book: National Federation Track & Field Book applies with league modifications.

Spring II Sport: Track Boys and Girls

Grade Level: Track 6th, 7th/8th; Cross Country 6th, 7th/8th (6/97)

Number of Practices Required Before Squads Selected: N/A

Number of Practices Required Before Competition: 8 (6/97)

Instructional Clinics: To be determined by League coaches

Minimum Number of Players per Game Required to Suit Up: All may participate

Minimum Playing Requirement: There are unlimited entries allowed in each event.

An athlete may enter four events. One of the events must be a running or field event.

Starting Time: All meets start at 3:30 p.m. Field events 3:30, running events 4:00.

Assignment of Meet Responsibilities 1999 Season: Foothills Middle School is responsible for timers, judges, exchange zone judges, course clerk, starters, announcers, scorer.

Orchard Middle School is responsible for discus, shot put, and javelin (bring tape measures, clip board, etc.).

Pioneer Middle School is responsible for the long jump, triple jump, high jump
(bring tape measures, clip boards, WHS will provide rakes).

Teams are rotated up towards the top then rotated to bottom. (6/98)

General Track Regulations

Starting Time: Field events will be open pit running from 3:30 p.m. to 4:30 p.m.

Triple Jump 4:30 p.m. to 5:30 p.m. (closing time may be changed by meet director); running events will begin at 4:00 p.m.

General Guidelines

- A. Each field event must have an adult supervisor.
- B. Field event areas and finish line area. It is each school's responsibility to have areas clearly marked for safety reasons; it is the coaches' responsibility to keep non-contestants away from these areas.
- C. Everything run on the track will be metric. Field events will be measured in yards, feet and inches.
- D. A legal baton must be used. No taping.
- E. Shot Put: 4.0 kg (Boys and Girls); 3.0 kg (Sixth Graders).
- F. Discus: 1 kg (Boys and Girls)
- G. Javelin: 600 gram rubber tip or crutch tip - 7th and 8th grade only.
- H. 3/16" or 1/4" spikes must be used on all weather tracks and runways.
- I. The order of events should follow the order of events adopted by the League.
(Boys and Girls)
- J. Ribbons will be awarded to the contestants at the Triad meet.
- K. Each grade will be run separately unless entrants do not warrant individual races. (Boys and Girls)
- L. High Jump: The high standards for competition will be as follows: Starting height - Boys and Girls: 3'8"

The bar will be adjusted in two-inch increments after each jump until it reaches the following heights: Boys - 4'6"; Girls - 4'2"

Once these heights are obtained the bar will then be adjusted 1" after each successive jump.

M. There will be no team scoring, however, a result sheet will be kept to indicate individual placings by grade level. (5/96)

N. It shall be clarified that any runner will be disqualified on the second false start in each race.

O. The home school will provide field equipment such as softball, shot put and discus.

P. Softball: 12" ball - 6th grade only

Note: Schools are to bring javelin when traveling.

Track Meet Order of EventsField Events

Open Pit: For all field events applicable (long jump, triple jump, shot put, discus, javelin throw), the open pit concept of competing will be used. The pit will be open for exactly one hour after the official start time of the meet. (Official start is the time of the first call by the meet announcer for any contestants.) Each contestant will be allowed three tries during that time. Winners will be selected by the best marks during the four tries; if there is a tie it goes to the second best attempt.

Open Pit: 3:30 p.m. - 5:30 p.m. (May be adjusted by Meet Director.) Boys: Shot Put; Discus; High Jump; Javelin Throw; Softball Throw - 6th grade only. Girls: Shot Put; Discus; High Jump; Javelin Throw; Softball Throw - 6th grade only.

Open Pit: 3:30 p.m. - 4:30 p.m. Boys: Running Long Jump. Girls: Running Long Jump.

Open Pit: 4:30 p.m. - 5:30 p.m. Boys: Triple Jump. Girls: Triple Jump. Running Events: 3:45 p.m.

The events are to be run in the order as they appear: 100 Meter Low Hurdles (Boys) (6/98); 100 Meter Low Hurdles (Girls) (6/98); 800 Meter Medley Relay (Boys and Girls) (100, 100, 200, 400); 50 Meter Dash (Boys and Girls); 100 Meter Dash (Boys and Girls); 1600 Meter Run (Boys and Girls); 400 Meter Relay (Boys and Girls); 400 Meter Dash (Boys and Girls); 800 Meter Run (Boys and Girls); 200 Meter Dash (Boys and Girls); 800 Meter Relay (Boys and Girls); 1600 Meter Relay (Boys and Girls); 400 Meter Power Relay (Boys and Girls). (Optional event - must be made up of individuals in throwing events and not in any other running event.) (5/96)

General Cross Country Regulations

Course: 1.5 mile course

Additional rules and policy to be determined.

Girls' Volleyball Regulations

Season Limit: 8 weeks

Minimum Number Practice Days per Individual: 8

Regular Season Match Limit: 10 - 1 tournament

Rule Book: National Federation Rule Book applies

Fall Sport: Volleyball - Girls 6th Grade

Spring I Sport: Volleyball - Girls, 7th/8th Grade

Grade Level: 6th, 7th and 8th (combined teams) (6/95)

Number of Games: All teams will play a mandatory three game match

Number of Practices Required Before Squads Selected: 3 - 5 (5/96)

Number of Practices Required Before Competition: 8

Instructional Clinics: To be determined by League coaches. (5/96)

Number of Contests: 10 matches: each will have a mandatory three games

Maximum Number of Players per Team: 8

Game Limitations: No player can play more than six games in one week.

Warm-Up Procedure: One team warms up from 3:05 p.m. - 3:15 p.m. and the other team between 3:15 p.m. and 3:25 p.m. Both teams will share the court for two minutes serving time prior to the start of the match. (6/98)

Ground Rules: The home team ground rules shall be verbally presented to the visiting coaches and officials before the match.

Officials: One certified official is recommended for Level I matches. The home team will provide an official scorer. (5/96)

Sixth Grade Volleyball

Special Rules: The home team must provide a game ball.

- A. Match Play: Each match will consist of two games of 15 points, a third game is allowable by agreement of the coaches. (6/95)
- B. Service Line: Allows server to move five feet into the court by coach's decision. (Applies to 6th grade only.) (6/98)
- C. After five continuous serves by an individual you must change servers. (Applies to all levels.)
- D. Scoring will be permitted with flip charts only, no scorebooks. (6/95)

Wrestling Regulations

Total Season Including Practice: 6 weeks

Minimum Number Practice Days per Individual: 8

Regular Season Meet Limit: To be determined

Individual Match Limit: To be determined

Rule Book: National Federation Wrestling Rule Book shall apply with modifications as adopted by the League.

Winter II Sport: Wrestling

Grade Level: 6th, 7th, 8th

Number of Practices Required Before Competition: 8

Instructional Clinics: To be determined by League coaches. (5/96)

Number of Contests: To be determined

Length of Matches: There shall be a maximum of three 1.5-minute rounds (90 seconds).

Starting Time: All matches will start no later than 4:00 p.m.

Weight Control - Weight Divisions: There will be no specified weight divisions in the program. For any match, it is recommended that a weight of not more than a five-pound range be adhered to except in weights under 135 pounds (0-4 lbs.). Above 135 pounds the range must be less than 10 pounds (0-9 lbs.).

Weigh-In Procedure: Wrestlers will be weighed in at the beginning of the season.
(6/98)

Match-Up of Weights: At each of the matches (duels and tournaments) there will be unlimited entries per weight class.

League Tournament: To be determined by the coaching staff.

PROJECT RESOURCES

Text Resources

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Fimrite, R. (1993). Epitaph for epithets. *Sports Illustrated.*

Gleason, G. (1993). *Bellingham Middle School Athletic Program: Coaches Handbook and Sports Guidelines.*

Orlick, T. (1982). *The Second Cooperative Sports & Games Book.*

Vancouver School District Manuscript (1993). *Middle School Athletic Program.*

Wenatchee Public Schools Publication. *Wenatchee Public Schools Staff Directory*

Human Resources

Brad Bochemohle, Wenatchee School District Administrator.

Gary Callison, Wenatchee School District Administrator.

Brian Flonex, Wenatchee School District Assistant Superintendent.

Mike Franza, Cascade School District Administrator.

Mark Goveia, Wenatchee School District Administrator.

Pat Hilscher, Pioneer Middle School teacher and coach.

Kevin Pearl, Wenatchee School District Administrator.

Mary Jane Poirier, Wenatchee School District Administrator.