

WILLIAMSON MARAUDERS



Student Athlete Handbook



Table of Contents

Philosophy	3
Our Goal	
Specific Objectives	4
Responsibilities of the WCS Athlete	4
Responsibilities	5
PRIDE in Athletics	6
Athletic Philosophy by Level	
Modified Philosophy	7
Junior Varsity Philosophy	7
Varsity Philosophy	7
Requirements Prior to Participation	
Medical clearance	8
Clearance of previous equipment/uniform	8
Eligibility requirements	8
Waiver	8
Conflicts in Extra-Curricular Activities	9
Academic Eligibility Policy	9
Code of Ethics and Rules for Athletes	
Controlled Substances	10
Smoking /Vaping.....	10
Conduct	11
Dress	12
Practices and Attendance	12
Quitting the Team	12
Transportation	13
Equipment	13
Injuries	13
Basic NYSPHSAA Eligibility Rules	14
Letter Award Requirements	15-16
Student Academic Eligibility Policy	17-19
Dignity for All Students Act (DASA)	20-21
Concussion Protocol, Guidelines and Procedures	22-23



Williamson Central School

Deep Roots | Core Values | Bright Futures

Imperative

Doing What's Right for Children

Mission

Our mission is to provide a learning community that inspires character, service, knowledge and wisdom.

Vision

Active Learning in a Supportive, Respectful Environment

Philosophy of Interscholastic Athletics and Extracurricular Activities

The Board of Education recognizes that athletics and extra-curricular activity programs are an integral part of the educational process. Athletics and extra-curricular programs are an extension of the school curriculum. *Athletic and Extracurricular participation is a privilege that carries with it responsibilities to the school, to the team, the student body, to the community, and to the student.* They occupy a position in the curriculum comparable to that of other subjects or activities and play an important role in the total development of each student and in promoting excellent student morals.

The Board of Education supports a competitive athletic program and a varied extra-curricular program, which emphasizes educational values such as sportsmanship, health, and scholastic attainment. The Extracurricular and Athletic Handbooks provide students and parents with important information and will remain in effect during the entire calendar year and throughout the student's educational career at Williamson Central. Students and parents/guardians will be required to review the *Handbooks* and sign a statement each year.

All students involved in interscholastic athletics or extracurricular activities need to abide by expectations outlined in the *District Code of Conduct* and the specific guidelines delineated within the *Athletic and Extracurricular Activities Handbooks*.

These expectations and consequences for students participating in Extracurricular Activities are in ADDITION to the rules and consequences listed in the District's Code of Conduct.

OUR GOAL

To help develop our student athletes into productive members of our community.

SPECIFIC OBJECTIVES

- The student-athlete shall learn **teamwork**. The nurturing of the idea that the team and its objectives are placed at a higher level than personal desires. In order to be successful in life one must learn to work with others in search of mutual goals.
- Development of the concept of **accountability**. The student athlete will learn that they are responsible for their behavior and the results of consequences that are attached to them. Positive behaviors bring about positive responses.
- **Sportsmanship**. To accept success and defeat like a true sportsman, knowing we have done our best. Student athletes must learn to treat others as they would have others treat them. We must develop desirable social traits, including emotional control, honesty, cooperation and dependability.
- **Success**. Not strictly in the view of wins and losses. An individual becomes successful by continually striving to win. This objective helps to develop a desire to excel. The level of desire exhibited measures success.
- Development of **positive personal health habits**. Student athletes will not only obtain but will learn how to develop a high degree of physical fitness through regular exercise and good health habits. It is also our objective to develop the desire to maintain a high level of fitness in the student athlete's future years.

RESPONSIBILITIES OF THE WCS ATHLETE

Being a member of a WCS athletic team is a fulfillment of an ambition for many students. The attainment of the goal carries with it certain traditions and responsibilities. Over the past years, WCS teams have won many league and sectional titles. Many of our athletes have received All- County honors, while a few have also received regional and All-American recognition as well. A great athletic tradition has been built over the years. As a member of a WCS athletic team, you have inherited a wonderful tradition, a tradition you are challenged to uphold. This tradition involves winning with honor. We desire to win, but only with honor to our athletes, our school, and our community. Only through this approach may the proud tradition of WCS athletics be carried forward.

It is not always an easy task to contribute and add to such a proud tradition. In competing for your school, you will have to say no and walk away from many "pleasures" an athlete cannot afford. When one wears the school colors of WCS, we assume that you not only understand our tradition, but you are willing to assume the responsibilities that go with them. These contributions you will make should be most satisfying to you and your family.

Responsibilities to yourself: The most important of these responsibilities is to develop your strength of character. One should try to get the greatest possible good from their high school experiences. A high school student best prepares themselves for adult life through their studies, athletics, and other positive extra-curricular activities.

Responsibilities to your school: When an individual in athletics participates to the best of their abilities, they contribute to the reputation of their school. WCS cannot maintain its position of an outstanding district without the help and cooperation of its student athletes.

An athlete within the WCS program automatically assumes a leadership role. The student body, as well as the citizens of the community, knows you. In turn, your conduct and attitude, both on and off the playing fields judge our school. *Make Williamson proud of you, and your community proud of your school!*

Responsibilities to others: As a squad member, you bear a heavy responsibility to many other individuals. Other team members and coaches require and expect your total commitment to your sport if the team is to reach a level of excellence. When you know that you have lived up to all training rules, that you have practiced to the best of your abilities everyday, and that you have given your best during your contest, then you can help your self-respect and your teammates respect as well.

The younger students of WCS are constantly watching you. In many ways, they will want to copy you—*provide them with a good example! Don't let them down.*



PRIDE in Athletics...



P Perseverance	<ul style="list-style-type: none">• Learn from mistakes• Always try your best• Don't give up
R Responsibility	<ul style="list-style-type: none">• Take care of the equipment• Be on time• Communicate with others• Practice self-discipline• Take accountability for choices and actions
I Integrity	<ul style="list-style-type: none">• Take pride in team and individual accomplishments• Own your behavior• Be honest
D Dignity	<ul style="list-style-type: none">• Represent our school and community with pride• Respect our opponents, officials, fans, coaches, teammates and equipment
E Excellence	<ul style="list-style-type: none">• Represent our school, facilities, and community in a positive way.• Strive to achieve your best• Work hard everyday

Athletic Philosophy by Level

Modified Philosophy

Our Modified program is a time for students to learn and grow in their capacity as athletes without added pressures of performance or contest outcomes. At this level, student-athletes should learn basic skills, rules, and obtain an introduction to the goals of the sports program. Academics, sportsmanship, and social/emotional growth along with commitment and dedication are key elements student athletes will focus on at this level. An attempt will be made to play all modified level sports participants.

Junior Varsity Philosophy

The Junior Varsity level of athletic competition places an increased emphasis upon team play, physical conditioning and refinement of basic sport skills. *The goal of this level of competition is to prepare student athletes for the varsity level* . Student athletes should be taught how to cope with game situations and how to win and lose with respect and dignity. An attempt should be made to play all participants, however equal play is not necessary in each game.

Varsity Philosophy

The Varsity level of athletic competitions is the culmination of each sport's program. At the varsity level of competition, team play, sportsmanship, individual physical ability, motivation, and mental attitude are very important. *The goal at the varsity level is to be competitive and prepare to win* .

Student athletes will be taught life-long lessons through situations that arise throughout the season. A continued emphasis on academics, sportsmanship, and community service is to be expected at this level. It is to be understood that dedication and commitment is needed to participate on a varsity team.



REQUIREMENTS PRIOR TO PARTICIPATION

1. Medical clearance by the school. It is required by state law that each student athlete be medically cleared and approved by the school physician. The school will provide each student the opportunity to be examined by the school's physician at no cost. A student may choose to be examined by his/her own physician but must assume any expense incurred. The school physician, in any case, has final authority in ruling on a student's medical clearance.

2. Clearance of previous equipment/uniform obligations. It is the responsibility of every WCS student athlete to return all equipment, uniforms, etc., issued to them during a sports season in decent condition. Students who do not return such materials will be ineligible for future competition until it is returned or restitution is made.

3. Eligibility requirements have been satisfied. The New York State Public High School Athletic Association, Inc. sets down basic eligibility standards which all schools must abide by. A list of the most basic requirements may be found towards the end of this handbook.

4. Completed waiver signed by student and parent. Parents must register athletes by accessing FamilyID (<https://www.familyid.com/organizations/williamson-central-school-district-athletics>). Parents and students must read and acknowledge the WCS Code of Ethics and Rules for Athletes when registering on FamilyID. In addition, a statement regarding the Assumption of Risk during participation in athletics is included. This waiver must also be completed using FamilyID. At the beginning of each sports season, coaches will host a family meeting to review these expectations, as well as any sports specific expectations that may exist. Parents/Guardians and students are **required** to attend these meetings.



CONFLICTS IN EXTRA-CURRICULAR ACTIVITIES

An individual student who attempts to participate in too many extra-curricular activities will, undoubtedly, be in a position of a conflict of obligations. The Athletic Department recognizes that each student should have the opportunity for a broad range of experiences in the area of Extra-curricular activities, and to this end, will attempt to schedule events in a manner so as to minimize conflicts.

Students have a responsibility to do everything they can to avoid continuous conflicts. This would include being cautious about belonging to too many activities where conflicts are bound to happen. It also means immediately notifying coaches and advisors involved when a conflict does arise. Coaches and advisors will get together and try to work out a solution.

ACADEMIC ELIGIBILITY POLICY

The WCS administration and staff have recognized academic performance as the top priority of our school district. A copy of the most current Academic Eligibility Policy may be found at the end of this handbook. This policy and the procedures included within it will be strictly adhered to and enforced.



All Student athletes will abide by the rules of the Williamson Central School District Code of Conduct.

I. CODE OF ETHICS AND RULES FOR ATHLETES

WILLIAMSON CENTRAL SCHOOL

The expectations and consequences for student athletes listed below are in ADDITION to the rules and consequences listed in the District's Code of Conduct.

The Board of Education and coaching staff recognize the value of strict conduct and training regulations of our athletes. The rules and regulations found here will be strictly enforced and student athletes will be subject to the listed penalties and consequences.

A. Controlled Substances

Student athletes shall not use, sell possess or be in the presence of controlled substances or the illegal consumption of alcohol during the sports season. A sport season is defined as the first day of practice through the final game, including tournament play.

First offense- Suspension from participation in competitions and performances equal to 25% of total contests for season. The school administrator, Director of Athletics or coaching staff will determine if the student can attend or participate in practices while serving their suspension. Student must complete four hours of community service before returning to the team competition.

Second offense- Suspension from participation in competition and performances for the remainder of that sport season AND 25% of next season, 15 hours community service before returning to competition.

Third offense- Suspension from participation in competitions, meetings and performance for the remainder of the students career at Williamson Central. ** A committee comprised of an administrator, athletic director, a coaching staff member, a school counselor, a building safety committee member, and a parent will review each case. This committee can terminate eligibility or set condition for readmission to interscholastic program must include mandatory counseling and/or treatment (at the students expense) as prescribed by the committee.

** Any community service hours are to be in ADDITION to those required for graduation.

** All requirements must be fulfilled prior to reinstatement

** If a middle school athlete violates the substance use guidelines, he or she will get a clean slate upon entering the High School, unless he or she was participating in JV or varsity level athletics when the infraction occurred.

B. Smoking/Vaping

There will be no smoking, vaping products or use of tobacco substances during the sports season. A sports season is defines as the first day of practice through the final game, including tournament play.

Violation of the rule will result in the following:

First offense: suspension from the team for four athletic contests. If the season does not have four athletic contests remaining, the suspension will carry over into the athlete's next sports season.

Second offense: suspension from the team, loss of eligibility for 15 weeks (10 weeks for junior high) for participation in the next athletic season, loss of letter, if there are not 15 school weeks left in the season the suspension will carry over into the athlete's next season.

Note: Carry over rule: if the suspension is a carry over, from one season to the next, the athlete is allowed a 3-day try-out period for the next seasons sport and then the suspension continues until its completion, also, a suspension will be carried over from one school year to another (spring season to fall season) .

C. Conduct

Any student who is suspended from school (in-school or out) for any reason will not be allowed to participate in extracurricular events, including practices, contest, games, during the period of suspension.

An action unbecoming to an athlete of team during a sports season, including, but not limited to, initiating a fight, unsportsmanlike conduct, gestures to officials, crowds, coaches, malicious, mischief, etc., is subject to the following penalties:

First offense:

Minimum: one game suspension and practices included therein.

Maximum: four game suspension and practices included therein.

Second Offense:

Minimum: four game suspension and practices included therein

Maximum: suspension from the team, loss of eligibility for 15 school weeks (10 for junior high) for participation in the next athletic season, loss of letter.

All infractions will be reported to the athletic director. The reports should include:

- a) Name of student
- b) Team
- c) Date of infraction
- d) Eligibility date
- e) Signature of coach

The athletic director will give notification to the athlete of punishment. In addition to notifying the athlete, the athletic director will notify the parent/guardian by telephone and written communication regarding the infraction and the accompanying disciplinary action imposed.

Students and/or parent/guardians who have a question or concern(s) regarding infractions of the rules and the accompanying disciplinary action may request to meet with the building principal, the athletic director and the involved coach.

NOTE: All instances of **bullying and/or harassment** MUST be reported to the appropriate building level DASA coordinator.

II. DRESS

On the days of contests, it is recommended the players will be dressed in attire as recommended by the coach.

III. PRACTICES AND ATTENDANCE

All team members will attend all practices and games unless excused by the coach or athletic director. Unexcused absence may result in loss of participation in the next contest.

All team members will be in attendance at school by the start of forum to be eligible to play or practice. The student must attend school the entire time classes are in session. Unexcused absence will result in loss of participation in the next game.

Note: Students who are not allowed to practice for a prolonged period of time may be required, at their coach's discretion, to attend a number of practices before they are allowed to participate in their next contest.

Student athletes needing to leave the building during the day must bring a note from home, which is to be turned into the nurse *BEFORE HOMEROOM that morning* and must be signed by either the principal or assistant principal. Any student leaving or coming into the building during the day must sign out and in at the attendance desk in the foyer.

Failure to follow this procedure will result in the student athlete being ruled ineligible to participate in that day's schedule game or practice.

Continued violations (including school suspensions, long term academic suspensions, etc.) may lead to removal from the team, loss of letter and 15 school weeks of suspension from all athletics (10 weeks for Junior High).

In the event that the student athlete must be legally excused at the start of the school day, this process must be completed the day prior to absence. Failure to follow this procedure will result in the student athlete being ruled ineligible to participate in that day's schedule game or practice.

Continued violations (including school suspensions, long term academic suspensions, etc.) may lead to removal from the team, loss of letter and 15 school weeks of suspension from all athletics (10 weeks for Junior High).

IV. QUITTING THE TEAM

If a player quits or is dropped from the team by the coach after making the team or after the first week, he/she will be ineligible for 10 weeks to participate in another sport and will lose his/her letter award.

Exception: upon written request, a player may be given special consideration by the coach and athletic director.



V. TRANSPORTATION

All athletes must ride to and from all athletic contests on school furnished transportation. Athletes will be transported directly to the appropriate building upon return. Students will not be dropped off in route. Players may ride with parents/legal guardians if the parent /guardian has made a request in person and signs the student out with the coach.

VI. EQUIPMENT

All players will be responsible for equipment issued to them and will make restitution if not returned at the close of the season. Lost or misused equipment will be billed to the parent at the end of the sports season and participation in further sports will not be allowed until return of equipment or restitution is made.

Team uniforms are not to be worn except for athletic contests.

VII. INJURIES

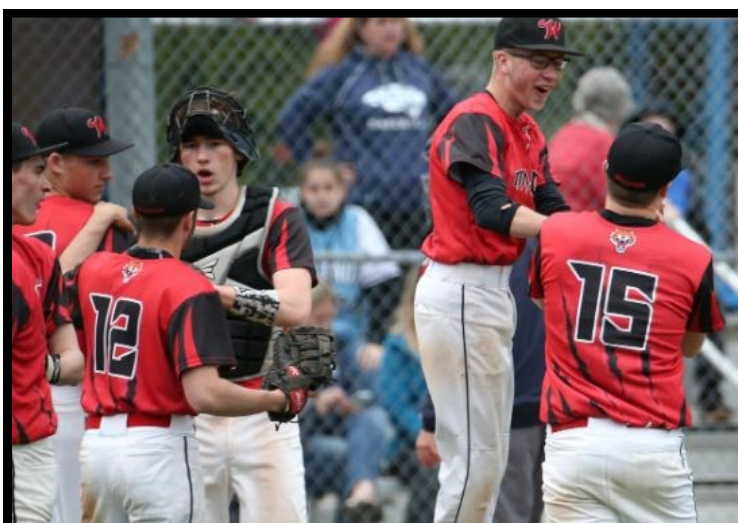
All athletic injuries are to be reported to the coach immediately!

An athlete or parent must report all injuries to the school nurse on the next day of school attendance. Failure to do so may compromise the claim for reimbursement under the student insurance program.

If a player is absent from school because of sickness or injury, or is unable to be on the squad for a period of longer than five days, a doctor's permission to return is required. (STATE LAW)

All coaches will inform all participants of the rules and be certain each athlete is aware of said rules (the athlete's and parents' signatures are required).

Injured athletes should take advantage of the Athletic Trainer whenever possible.



BASIC NYSPHSAA ELIGIBILITY RULES

You are eligible:

1. If you are a high school student in regular attendance in grades 9, 10, 11 or 12.
2. Between entry into ninth grade and your 19th birthday.
3. If your parents and the school doctor approve.
4. If you enrolled during the first 15 days of this semester.
5. Two weeks after transferring from another school.
6. For four consecutive sport seasons beginning with the season in which you entered grade 9.
7. If you have undivided loyalty to your high school team, i.e., if you participate only in inter-school competition during the season in that sport (except in bowling, golf, revelry, skiing, tennis).
8. If you have not violated the all-star game rule.
9. If you have not played or practiced with a college team.
10. If you are an amateur, having never used your athletic skill for gain, and if you have never competed under an assumed name.
11. If you are familiar with the rules of the game and the standards of sportsmanship.

This is a brief summary of the Rules and Regulations in the official NYSPHSAA, Inc. HANDBOOK. These rules are intended to protect you and to provide fair competition. Ask the athletic director or principal if there are any questions regarding these or additional rules.

You can find the full handbook at: <http://www.nysphsaa.org/Resources/Handbook>



AWARD REQUIREMENTS

Williamson Central School

I. QUALIFICATIONS

A. General

Athletes must comply with all rules as set down in the Code of Ethics and Rules for Athletes. Additionally, athletes must complete the sport season (defined as the first day of practice through the final game, including competition) in good standing.

B. Playing Qualifications

Soccer - play in one-half of the total quarters/halves of regularly scheduled games.

Basketball - play in one-half of the total quarters/halves of regularly scheduled games.

Volleyball - play in one-half of the total quarters/halves of regularly scheduled games.

Softball/ Baseball - play in one-half of the total innings of regularly scheduled games.

Tennis - play in one-half of the regularly scheduled matches.

Cross Country/Indoor/ Outdoor Track - Compete in at least six competitions and qualify for sectionals.

Wrestling - wrestle in three-quarters of the bouts and full participation in all matches and tournaments.

Cheerleading- cheer at three-quarters of the scheduled games/contests

C. Exceptions

- 1) Baseball pitchers may not reach enough innings. It will be left to the discretion of the coach.
- 2) Seniors who have met all the qualifications except playing time, and were on the team the previous year shall be awarded their letter.
- 3) Regular members of a varsity team winning the sectionals will be awarded varsity letter awards.
- 4) Regular members of a team who show loyalty, good sportsmanship, attendance, good work habits, and positive team attitude.

II. ATHLETIC ACHIEVEMENT AWARD

Any athlete who has earned 8 varsity letter awards is eligible to receive a trophy in recognition of this accomplishment.

Two Junior Varsity awards may be substituted for one varsity letter in one situation only. This award will be presented at the end of the athlete's senior year.



III. LETTER AWARDS

A. Junior Varsity Awards:

Freshmen: numeral of graduating year

Sophomores, Juniors, Seniors: 4" letter

B. Varsity Awards: (first)

6" letter with the appropriate metal sport award emblem

C. Varsity Awards: (additional)

Service bar

D. Managers (no distinction is made between managers of JV or Varsity teams)

1st year: Junior Varsity award

2nd year (same sport): JV award

3rd year (same sport): Varsity award

E. Captains (varsity teams only)

Captain metal award emblem

F. Award Certificate

An award certificate is given to each athlete who earns a Junior Varsity or Varsity award.



STUDENT ACADEMIC ELIGIBILITY POLICY WILLIAMSON SENIOR HIGH SCHOOL

The Williamson Central School District strives to offer its students a comprehensive program that enables each to develop into a successful, well-rounded individual. In doing so, it is recognized that the fundamental purpose of any educational program is to focus on maximizing academic achievement. The district also recognizes that extra-curricular activities for students provide additional opportunities for growth and success; and, therefore is a desirable component of the districts overall program. The extra –curricular experience should enrich, not detract from or compromise a student’s academic achievement. It is the expectations of the board of education that parents, administrators, coaches, teachers, and students must share in the responsibility to ensure that each student involved in extra-curricular activities work to his/her academic potential.

Activities covered under this policy

Any extra curricular activity that extends beyond the school day on an on-going basis is covered under this policy. Student groups that meet during school hours are exempt from coverage under the eligibility policy, as well as one time activities of clubs that extend beyond the school day. For student government positions, the student must be eligible at the time of the election for school drama or musical productions, if the student actor, director, etc. is eligible four weeks prior to the production, he/she remains eligible through the end of the production as long as the student attends the assigned academic support classes. During sectional play, the student athlete remains eligible as long as the athlete attends the assigned academic support classes.

Eligibility Guidelines

At each interim or marking period checkpoint, eligibility is determined. There are three levels - full participation, probation, and contest/game ineligible. Students continue in that category until the next interim or marking period checkpoint.

All students will be eligible during tryouts or auditions regardless of their eligibility status.

Incompletes

Incompletes will be considered failing grades for the purpose of academic eligibility. Once completed, an incomplete count as a grade immediately, and, if passing, is taken out of the eligibility system.

Full participation

Students who are passing all classes are allowed to participate fully. Incompletes will be considered failing grades for the purpose of academic eligibility.

Probation

A student who is failing one class at the interim or marking period (progress report or report card) will be eligible to participate if they meet the following requirements.

Contest/Game Ineligible

- A student who is failing two or more classes at the interim or marking period grade
- Fail the same class for more than one quarter

Weekly signature sheet

High School students will need to obtain satisfactory feedback from the teachers whose classes she/he is failing in order to play during the following week. In the case that a student is marked unsatisfactory in an area, the student will receive specific feedback so she/he can make the necessary changes to obtain a satisfactory rating the following week. If there are any unsatisfactory marks given, the student may continue to practice, as long as they meet the requirement of attending the academic support class.

These sheets must be turned in every Friday for the full five weeks during the period of ineligibility to the main office. If a teacher is absent, sheets may be turned in by the end of the students lunch period on the Monday of the following week. If the teacher is still absent on Monday, the building principal and activity director (Athletic Director for sports) will make the decision on eligibility.

STUDENT ACADEMIC ELIGIBILITY POLICY WILLIAMSON MIDDLE SCHOOL

1. Objective:

- Extracurricular activities are important in developing well rounded students.
- Encourage student effort and accountability for academic success.
- Be fair, equitable and consistent for all groups, sports, extracurricular clubs or activities.
- Encourage communication between parents, teachers, coaches, activities leader and student supporting academic achievement.
- Athletic competition/musical extracurricular activities are a privilege and hold specific responsibility.
- Promote appropriate conduct as representatives of Williamson Central School District.

2. Eligibility to Participate:

All students enrolled at Williamson Middle School are able to participate in extended day extracurricular activities (i.e. school play, athletics).

Students participating in these activities will be subject to an academic review at the interim period (5, 15, 25 weeks) and the quarterly report card period (10, 20, 30 weeks). Students will be identified as “at risk” academically if they are below proficiency (grades of a 74 or below) and work habits (1 or 2) in two or more classes.

Example:

Math 72 WH 2

ELA 64 WH 1

Students determined to be “at risk”, will be identified and will attend a daily 10th period supportive academic study hall and complete a run around sheet (only for those classes in which they are not-proficient).

Students must comply with the completion of the run around sheet and attend the supportive study hall in order to continue to participate in the activity.

At the next quarterly or interim review, if a student who shows improvement on both academics and work habits, the student would be considered no longer “at risk”.

At the next quarterly of interim review, if a student has not demonstrated academic improvement, he/she

could become ineligible for full participation at the discretion of the school administration.

Ineligibility includes loss of practice time an/or not able to participate in games, matches or events.

Coaches will be contacted by the administration as to inform them of student's progress.

Teachers will be notified of student's eligibility status by the administration every five weeks.

3. School Attendance/Behavior:

The following concerns will affect student opportunities to participate in extracurricular activities:
Repeated and unexcused absences and tardiness.

Disciplinary referrals for inappropriate or disruptive behavior that lead to suspension.

NOTE: Any Middle School student playing at the Varsity Level will abide by the High School Eligibility Policy.

Academic Support Classes

The student will also attend an academic support class(es) daily throughout the period of ineligibility (that is until the next interim or marking grades are published) and present a daily pass to the activity director or coach to participate in the game or practice that day. The amount of academic support will be a minimum of tenth period daily.

If a student is failing more than two classes, additional restricted study halls may be assigned during the school day.

Appeal Process

A board of appeal shall rule on the following issues:

If a student or the student's parent/guardian requests a review of the ineligibility classification.

The board shall be made up of the following individuals:

Assistant Principal

School Counselor

Student Representative

Faculty Representative

Parent Representative

The Board will be appointed annually by the Building Principal. A simple majority vote is needed to rule on any one case.



Dignity for All Students Act (DASA)

We will treat each other with dignity.

Discrimination, harassment, bullying (including cyberbullying) against any student by employees or students that occur (i) on school property or (ii) at a school function or (iii) off school property where such acts create or would foreseeably create a risk of substantial disruption within the school, environment, where it is foreseeable that conduct, threats, intimidation or abuse might reach school property is strictly prohibited. This includes conduct that creates a hostile environment by conduct or by threats, intimidation or abuse of such a severe nature that it: (1) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities of benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimations or abuse that reasonably causes or would reasonably be expected to cause emotional harm or (2) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety.

Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, or sex. (see *District Code of Conduct* for more information).

Cyber-bullying: Any action using an electronic device, the Internet or social media that involves harassment, intimidation or threats is considered bullying and is potentially subject to disciplinary action.

Harassment: Conduct such as verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for their safety. No student shall be subjected to discrimination based on their actual or perceived: race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity or sex.

Physical bullying: Conduct such as hitting, pushing, shoving, kicking, pinching, holding down.

Sexual bullying: Sexual bullying is often referred to as sexual harassment, which includes unwanted sexual attention or comments, gender-demeaning remarks and jokes, using sexually offensive names, circulating pornography, touching the private parts of another student's body, molestation, assault and rape.

Verbal bullying: Threatening, taunting, intimidating, insulting, sarcasm, teasing, ridiculing, making faces, rolling eyes and other gestures.

Hazing: Intentionally or recklessly engaging in conduct during the course of another person's initiation into or affiliation with any organization, which creates a substantial risk of physical injury to such other person or a third person and thereby causes such injury (Penal Law §120.16). It is also considered hazing even when physical injury does not occur but there was a substantial risk of physical injury to such other person or a third person (Penal Law §120.17).



Reporting Procedures:

- Tell a teacher or another adult at school
- Utilize the Bullying/Harassment Complaint Report Form available in the school's counseling office and main offices.
- School employees who witness harassment, bullying, etc. must orally notify the coordinator or designee no later than one school day after such employee witnesses or receives a report of such act.
- A counselor or administrator will review and investigate the report and take prompt action. Should an act of harassment or bullying/cyberbullying against students occur by employees or students the school will take appropriate actions to respond and remediate which incorporates a progressive model of student discipline. Such discipline may include but is not limited to:
 - Warning
 - Corrective consequences
 - Supportive intervention
 - Behavioral assessment or evaluation
 - Behavioral management plans
 - Student counseling and parent conferences
 - Suspension/removal from the team or activity

Each school building will contain a minimum of one Dignity Act Coordinator who is trained to handle reported incidents of harassment and discrimination. The district has developed and adopted a confidential complaint mechanism located on our website, in the main office and the counseling office. This form can be completed to report incidents of harassment and discrimination to each school's Dignity Act Coordinator. Additional Information regarding DASA is available in the District's Student Code of Conduct.



CONCUSSION PROTOCOL, GUIDELINES, AND PROCEDURES

Education

Concussion education should be provided for all administrators, teachers, coaches, school nurses, athletic trainers and guidance counselors. Education of parents should be accomplished through preseason meetings for sports and/or information sheets provided to parents. Education should include, but not be limited to the definition of concussion, signs and symptoms of concussion, how concussions may occur, why concussions are not detected with CT Scans or MRI's, management of the injury and the protocol for return to school and return to activity or interscholastic athletics. The protocols will cover all students returning to school after suffering a concussion regardless if the accident occurred outside of school or while participating in a school activity.

Concussion Management Team

The District will assemble a concussion management team (CMT). The CMT will consist of the Athletics Director, the District's Athletic Trainer, a School Nurse and the School Physician.

The District's CMT should coordinate training for all administrators, teachers, coaches and parents. Training should be mandatory for all coaches, assistant coaches and volunteer coaches that work with these student athletes regularly. In addition, information related to concussions should also be included at parent meetings or in information provided to parents at the beginning of sports seasons. Parents need to be aware of the school district's policy and how these injuries will ultimately be managed by school officials.

Training should include: signs and symptoms of concussions, post concussion and second impact syndromes, return to play and school protocols, and available area resources for concussion management and treatment. Particular emphasis should be placed on the fact that no athlete will be allowed to return to play the day of injury and also that all athletes should obtain appropriate medical clearance prior to returning to play or school.

The CMT will act as a liaison for any student returning to school and/or play following a concussion. The CMT will review and/or design an appropriate plan for the student while the student is recovering.

*School district CMT's can utilize the NYSPHSAA website as well as www.keepyourheadinthegame.org for information related to the signs and symptoms of concussions and the appropriate return to play protocols. A handout describing the Concussion Management teams is also available on the NYSPHSAA website. A Concussion Management Check List that has been approved and recommended by NYSPHSAA is available on this site.



Concussion Management Protocol

Return to play

Return to play following a concussion involves a stepwise progression once the individual is symptom free. There are many risks to premature return to play including: a greater risk for a second concussion because of a lower concussion threshold, second impact syndrome (abnormal brain blood flow that can result in death), exacerbation of any current symptoms, and possibly increased risk for additional injury due to alteration in balance. These NYSPHAA current returns to play recommendations are based on the most recent international expert opinion.* No student athlete should return to play while symptomatic. Students are prohibited from returning to play the day the concussion is sustained. If there is any doubt as to whether a student has sustained a concussion, it should be treated as a concussion. Once the student athlete is symptom free at rest for 24 hours and has a signed release by the treating clinician, she/he may begin the return to play progression below (provided there are no other mitigating circumstances).

Day 1: Light aerobic activity

Day 2: Sport-specific activity

Day 3: Non-contact training drills

Day 4: Full contact practice

Day 5: Return to play

Each step should take 24 hours so that an athlete would take approximately one week to proceed through the full rehabilitation protocol once they are asymptomatic at rest and with provocative exercise. If any post concussion symptoms occur while in the stepwise program, then the student should drop back to the previous asymptomatic level and try to progress again after a further 24-hour period of rest has passed.

[These NYSPHAA current return to play recommendations are based on the most recent international expert opinion.*]



<h1>POLICY</h1>	2016	7505
	Students	

SUBJECT: Academic Eligibility for Extra-Curricular Activities

The Williamson Central School District strives to offer its students a comprehensive program that enables each to develop into a successful, well-rounded individual. In doing so, it is recognized that the fundamental purpose of any educational program is to focus on maximizing academic achievement. The District also recognizes that extra-curricular activities for students provide additional opportunities for growth and success; and, therefore, is a desirable component of the District's overall program. The extra-curricular experience should enrich, not detract from or compromise a student's academic achievement. It is the expectation of the Board of Education that parents, administrators, coaches, teachers, and students must share in the responsibility to ensure that each student involved in extra-curricular activities work to his/her academic potential.

Activities covered under this policy

Any extra curricular activity that extends beyond the school day on an on-going basis is covered under this policy. Student groups that meet during school hours are exempt from coverage under the eligibility policy, as well as one time activities of clubs that extend beyond the school day. For student government positions, the student must be eligible at the time of the election. For school drama or musical productions, if the student actor, director, etc. is eligible four weeks prior to the production, he/she remains eligible through the end of the production as long as the student attends the assigned academic support classes. During sectional play, the student athlete remains eligible as long as the athlete attends the assigned academic support classes.

Eligibility Guidelines

At each interim or marking period checkpoint, eligibility is determined. In addition, the High School will implement a 2½ checkpoint beginning in September 2010. There are three levels - full participation, probation, and contest/game ineligible. Students continue in that category until the next interim or marking period checkpoint.

All students will be eligible during try outs or auditions regardless of their eligibility status.

Incompletes

Incompletes will be considered failing grades for the purpose of academic eligibility. Once completed, an incomplete counts as a grade immediately, and, if passing, is taken out of the eligibility system.

<h1>POLICY</h1>	2016	7505
	Students	

SUBJECT: Academic Eligibility for Extra-Curricular Activities (Continued)

Full Participation

Students who are passing all classes and have no incompletes are allowed to participate fully.

Probation

A student who is failing one class at the interim or marking period checkpoint (progress report or report card) will be eligible to participate fully in activities and in contests but is considered to be on probation.

Contest/Game Ineligible

The following process applies to students who:

- Fail two or more classes at the interim or marking period
- Fail the same class for more than one quarter

Weekly Signature Sheets

High School students will need to obtain satisfactory feedback from the teachers whose classes she/he is failing in order to play during the following week. In the case that a student is marked unsatisfactory in an area, the student will receive specific feedback so that he can make the necessary changes to obtain a satisfactory rating the following week. If there are any unsatisfactory marks given, the student may continue to practice, as long as they meet the requirement of attending the academic support class.

These sheets must be turned in every Friday during the period of ineligibility to the Main Office. If a teacher is absent, sheets may be turned in by the end of the student's lunch period on Monday of the following week. If teacher is still absent on Monday, the building principal and activity director (Athletic Director for sports) will make the decision on eligibility.

Middle School signature forms will be handled by the Building Principal who will meet with teachers and obtain the necessary feedback.

Academic Support Classes

The student will also attend an academic support class(es) daily throughout the period of ineligibility (that is, until the next interim or marking grades are published) and present a daily pass to the activity director or coach to participate in the game or practice that day. The amount of academic support will be a minimum of tenth period daily.

POLICY	2016	7505
	Students	

SUBJECT: Academic Eligibility for Extra-Curricular Activities (Continued)

If a student is failing more than two classes, additional restricted study halls may be assigned during the school day.

Appeal Process

A board of Appeal shall rule on the following issues:

- If a student or the student's parent/guardian requests a review of the ineligible classification.
- If a student is deemed as having a handicapping condition.

The Board shall be made up of the following individuals:

Assistant Principal
School Counselor
Student Representative
Faculty Representative
Parent Representative

The Board will be appointed annually by the Building Principal. A simple majority vote is needed to rule on any one case.

Approved: Board of Education
July 22, 2009

Approved: Board of Education
July 21, 2010

Approved: Board of Education
January 30, 2013

Approved: Board of Education
June 15, 2016

**WILLIAMSON MIDDLE SCHOOL
ELIGIBILITY POLICY**

1. Objective:

- A. Extracurricular activities are important in developing well rounded students.
- B. Encourage student effort and accountability for academic success.
- C. Be fair, equitable and consistent for all groups, sports, extracurricular clubs or activities.
- D. Encourage communication between parents, teachers, coaches, activities leader and student supporting academic achievement.
- E. Athletic competition/musical extracurricular activities is a privilege and hold specific responsibility.
- F. Promote appropriate conduct as representatives of Williamson Central School District.

2. Eligibility to Participate:

- A. All students enrolled at Williamson Middle School are able to participate in extended day extracurricular activities (i.e. school play, athletics).
- B. Students participating in these activities will be subject to an academic review at the interim period (5, 15, 25 weeks) and the quarterly report card period (10, 20, 30 weeks). Students will be identified as “at risk” academically if they are below proficiency (grades of a 74 or below) and work habits (1 or 2) in two or more classes.

Example: Math 72 WH 2

ELA 64 WH 1

- C. Students determined to be “at risk”, will be identified and will attend a daily 10th period supportive academic study hall and complete a run around sheet (only for those classes in which they are not-proficient).
- D. Students must comply with the completion of the run around sheet and attend the supportive study hall in order to continue to participate in the activity.
- E. At the next quarterly or interim review, if a student who shows improvement on both academics and work habits, the student would be considered no longer “at risk”.
- F. At the next quarterly or interim review, if a student has not demonstrated academic improvement, he/she could become ineligible for full participation at the discretion of the school administration.
- G. Ineligibility includes loss of practice time and/or not able to participate in games, matches or events.

- H. Coaches will be contacted by the administration as to inform them of student's progress.
- I. Teachers will be notified of student's eligibility status by the administration every five weeks.

3. School Attendance/Behavior:

The following concerns will affect student opportunities to participate in extracurricular activities:

- A. Repeated and unexcused absences and tardiness.
- B. Disciplinary referrals for inappropriate or disruptive behavior that lead to suspension.

Initial Team Meeting Notes:

CONCUSSION MANAGEMENT





Concussion Overview

Concussion is a type of traumatic brain injury that can occur as the result of a fall, motor vehicle accident, or any other activity that results in an impact to the head or body.

A concussion is the reaction of the brain to the force transmitted to the head. Essentially, a concussion is an injury that results from the brain moving back and forth or twisting rapidly inside the skull due to an impact or blow occurring on the head or anywhere on the body.

Concussion symptoms result from a temporary change in the brain's function causing short-term impairment. The signs of a concussion may occur immediately or evolve over minutes or days. There is a wide range of symptoms from a concussion, and students with concussions may display very different signs and symptoms.

In most cases, the symptoms of a concussion resolve over a period of a few days or weeks. However, in some cases symptoms can last for several weeks or months. In a small number of cases, or in cases of re-injury during the recovery phase, permanent brain injury is possible. Children and adolescents are more susceptible to concussions and take longer than adults to fully recover.

Therefore, it is imperative that any student who is suspected of having sustained a concussion be immediately removed from cognitive and physical activities, then remain out of those activities until evaluated and cleared to return to activity by a licensed health care provider. Physical activities are all types of physical movement that raise the heart rate, such as sports, PE class, recess etc. Cognitive activities are those that stimulate activity in the brain and may occur with or without physical movement.



Prevention and Safety

Protecting students from head injuries is one of the most important ways to prevent a concussion. The risk of a concussion may always be present, especially with certain types of activities such as interscholastic athletics, extramural activities, physical education classes and recess. To minimize the risk, Williamson Central School District is committed to the following:

- Educate staff, parents/guardians, and students on:
 - signs and symptoms of concussions
 - how such injuries occur
 - possible long-term effects resulting from such injury.
- Provide concussion education to parents/guardians and students as part of the sports sign-up process.
- Review concussion information with athletes periodically throughout the sports season including:
 - emphasis on the need to report symptoms after head injury and to follow guidelines for return to school and activities
 - use of appropriate safety equipment
 - Avoiding contact with other players with the head
- Recess should include adult supervision, with all playground equipment in good repair, and play surfaces composed of approved child safety materials.
- Physical education programs will include
 - plans that emphasize safety practices
 - lessons on the need for and correct use of safety equipment
 - review of rules of play prior to taking part in activities and enforced throughout the activity
- All school coaches, physical education teachers, nurses, and certified athletic trainers complete a NYSED approved course on concussions and concussion management every two years.
 - Nurses:
 - HEADS UP to Healthcare Providers Online Training for School Health Professionals - CDC TRAIN - an affiliate of the TRAIN Learning Network powered by the Public



Health Foundation.

- Athletic Trainers:
 - HEADS UP to Healthcare Providers Online Training for School Health Professionals - CDC TRAIN - an affiliate of the TRAIN Learning Network powered by the Public Health Foundation OR
 - HEADS UP to Athletic Trainers: Online Concussion Training - CDC TRAIN - an affiliate of the TRAIN Learning Network powered by the Public Health Foundation
 - Physical Education Teachers/Coaches
 - HEADS UP to Youth Sports: Online Training for Coaches - CDC TRAIN - an affiliate of the TRAIN Learning Network powered by the Public Health Foundation OR
 - Concussion in Sports Course (nfhslearn.com)
- All other teachers/classroom staff should complete training on concussions, effects on learning and Return to Learn (i.e. Safe Schools Concussion training for teachers)

Identification of Students with Possible Concussion

Any student who is observed to, or is suspected of, suffering a significant blow to the head or body, has fallen from any height, or collides hard with another person or object, may have sustained a concussion. Such injuries can occur during interscholastic sports, recess, PE and other classes. Concussions may also occur at places other than school.

Symptoms of a concussion may appear immediately, may become evident in a few hours, or evolve and worsen over a few days.

Symptoms of a concussion include, but are not necessarily limited to:

- Amnesia (e.g., decreased or absent memory of events prior to or immediately after the injury, or difficulty retaining new information)
- Confusion or appearing dazed



- Headache or head pressure
- Loss of consciousness
- Balance difficulty or dizziness, or clumsy movements
- Double or blurry vision
- Sensitivity to light and/or sound
- Nausea, vomiting, and/or loss of appetite
- Irritability, sadness or other changes in personality
- Feeling sluggish, foggy, groggy, or lightheaded
- Concentration or focusing problems
- Slowed reaction times, drowsiness
- Fatigue and/or sleep issues (e.g., sleeping more or less than usual)

Students who develop any of the following serious signs, or significant worsening of the above listed symptoms, must be seen and evaluated immediately at the nearest hospital emergency room:

- Headaches that significantly worsen
- Seizures
- Looks drowsy and/or cannot be awakened
- Repeated vomiting
- Slurred speech
- Unable to recognize people or places
- Weakness or numbing of arms or legs, facial drooping
- Unsteady gait
- Dilated or pinpoint pupils, or change in pupil size of one eye
- Significant irritability
- Any loss of consciousness
- Suspicion of skull fracture: blood draining from ear, or clear fluid from nose



Staff Member Roles in Concussion Identification

All district staff members who observe a student displaying signs and/or symptoms of a concussion, or learn of a head injury from the student, should have the student accompanied to the school health office.

- At no point in time should a student who is suspected of suffering a concussion be left alone or out of sight of the school personnel responsible for the student as concussions may worsen over time and they may need emergency medical care.
- Call 911 for any students who develop any of the following signs, or significant worsening of the above listed symptoms, as they must be seen and evaluated immediately at the nearest hospital emergency room:
 - Severe or worsening headache
 - Seizures
 - Looks drowsy and/or cannot be awakened
 - Repeated vomiting
 - Slurred speech
 - Unable to recognize people or places
 - Weakness or numbing of arms or legs, facial drooping
 - Unsteady gait
 - Dilated or pinpoint pupils, or change in pupil size of one eye
 - Any loss of consciousness
 - Suspicion of skull fracture: blood draining from ear, or clear fluid from nose
- If there isn't a school nurse available, the school should contact the parent/guardian to pick up their child and strongly recommend they have their child evaluated by a medical professional or notify them that 911 has been called as above.
- The parent/guardian should be provided written information about concussion such as the **CDC Heads Up information sheet for Parents**.
- Sideline evaluation: Any student who is observed to, or is suspected of, suffering a significant blow to the head or body, has fallen from any height, or collides hard with another person or object, may have



sustained a concussion and if they have any symptoms of concussion must be removed from physical activity immediately. The coach, teacher, athletic trainer or nurse will complete the “SIDELINE EVALUATION” with mechanism of injury and observations and give this information to the parent.



Concussion Management

In New York State, the diagnosis of a concussion remains within the scope of practice of the following health care providers: physicians, nurse practitioners, and physician assistants. These health care professionals may refer the student to other specialists once a diagnosis of concussion is made.

Students who have been diagnosed with a concussion may require both physical and cognitive rest as determined by the treating health care provider. How long that rest is, and what activities may or may not be permitted will be different for each student. Failure to allow such rest may prolong recovery from a concussion.

Children and adolescents are at increased risk of protracted recovery and severe, potential permanent disability (e.g., early dementia also known as chronic traumatic encephalopathy), or even death if they sustain another concussion before fully recovering from the first concussion. Therefore, it is imperative that a student is fully recovered before resuming activities that may result in another concussion.



Cognitive Rest/Return to Learn

Students often need a period of rest of at least 24-48 hours following concussion. The exact amount and duration of rest is not yet well defined and varies from student to student.

Cognitive rest requires that the student avoid participation in, or exposure to, activities that require concentration or mental stimulation including, but not limited to:

- Computers, texting, video games and television
- Driving
- Texting
- Reading or writing
- Studying or homework
- Taking a test or completing significant projects
- Participation in band, chorus, plays, etc.
- Loud music/bright lights

The CDC Heads Up program has resources to assist teachers on accommodations for students with concussion, [Helping Students Recover from a Concussion: Classroom Tips for Teachers](#).

Examples of accommodations needed for Return to Learn include but are not limited to:

- eliminating homework
- shortened classroom assignments
- lengthened time to complete assignments
- decreased screen time
- quiet environment
- shortened classroom hours/days

A gradual progression and clearance should be followed based on private health care provider's or other specialist's orders and recommendations.



If no recommendation has been provided, the student may progress through the following stages as tolerated after 24-48 hours or once the acute symptoms are improving:

- Step 1- Getting ready to return -Can move to next step if tolerating these activities.
 - Begins 1-2 days prior to returning to school.
 - Gentle activities (eg. walking, reading, up to 15 minutes screen time, etc.
 - Avoid activities that cause symptoms.
- Step 2- Back to modified school -Can move to next step when able to tolerate these activities.
 - Early bed. Lots of rest. Less stressful classes to start.
 - Can start with partial days and slowly progress up to full days as symptoms allow.
 - NO tests/quizzes. Homework less than 15 minutes.
 - Utilize quiet study halls or tutor if available.
 - OK to take breaks to the nurse's office if needed.
 - Avoid cafeteria, loud bus, loud hallways. Allow extra time between classes if needed.
 - NO band/music.
- Step 3-Back to nearly normal school days -Can move to next step when symptom-free.
 - Back to full days of school but may need fewer than 5 days/week.
 - As much homework as tolerated without producing symptoms. Max of 1 test/week.
 - Still NO band/music
- Step 4-Full school
 - Full attendance. Full homework. Normal tests/quizzes.
 - Can return to band/music if it does not produce symptoms.



Throughout the Return to Learn process, parents/guardians, teachers, and other district staff should watch for signs of concussion symptoms such as fatigue, irritability, headaches, blurred vision, or dizziness; reappearing with any type of mental activity or stimulation. If any of these signs and symptoms occur, the student should return to the previously tolerated step and progress again once symptom free for 2-3 days. If it takes more than 7 days to complete a step, the student will be referred back to the health care provider for further guidance. Return of symptoms should guide whether the student should participate in an activity.

If unable to progress through these steps over 4 weeks, the school may implement a 504 plan/IEP to provide appropriate accommodations to help promote learning.



Physical Rest/Return to Play

Students who are suspected of having suffered a concussion should be removed from all athletic activities including physical education until cleared by a duly licensed provider as below.

- All students with suspected concussion should be seen by a health care provider who may be a physician, nurse practitioner or physician assistant for diagnosis. Such health care providers may choose to refer the student to a specialist as needed. The student may not return to athletic activities until asymptomatic for at least 48 hours and cleared by a health care provider
- Per the Concussion Management and Awareness Act, for any student with an injury occurring during Athletic Activities (interscholastic sports), that student's evaluation and clearance authorizing return to Athletic Activities (interscholastic sports) must be performed, written, and signed only by a duly licensed physician.

Once the student has been cleared by a health care provider (minimal symptoms or asymptomatic for at least 24 hours), a gradual progression and clearance will be followed based on private health care provider's or other specialist's orders and recommendations. If the recommendations are not clear, the school medical director or designee will contact the provider for clarification.

If no recommendation has been provided, the student may progress through the following stages as tolerated. Each step takes place on a different day, and the student may move to the next step if remains symptom free or has minimal increase in symptoms. **If symptoms significantly worsen during any step (i.e. more than 2 steps on a 10-point pain scale), stop activity, take at least a day off until improved, and restart Return to Play at last successfully completed step.**



Step	Goal	Suggested Activities	Activities to Avoid
1	Low impact, non-strenuous, light aerobic activity	Walking, light yoga, stationary bike at medium pace	<ul style="list-style-type: none"> ● Resistance Training ● Rapid increase in heart rate ● Contact/Collision
2	Medium impact, moderate activity, sports-specific or unit-specific exercise	Jogging, yoga, elliptical, no head contact	<ul style="list-style-type: none"> ● Resistance Training ● Rapid increase in heart rate ● Contact/Collision
3	Unit-specific or sport-specific light non-contact drills	Individual or partner skill work ES: throw and catch, rhythm activity MS/HS PE: higher resistance weight training Sports: Harder training drills, e.g. passing drills.	<ul style="list-style-type: none"> ● Contact/collision
4	Full contact practice	Normal PE class in smaller size group. Sports: normal practice	
5	Return to full participation once cleared by medical director		

Throughout the Return to Play process, parents/guardians, teachers, coaches and other district staff should watch for signs of concussion symptoms such as fatigue, irritability, headaches, blurred vision, or dizziness; reappearing with any type of mental activity or stimulation.

If the student is unable to progress through all steps, they may continue to participate in activity at the highest completed step until further guidance is received from the health care provider. If it takes more than 2-3 days to complete a step, the student will be referred back to the health care provider. Return of symptoms should guide whether the student should participate in any given activity.

The gradual Return to Play process should take no less than 7 days from the date of the diagnosed concussion.



Legislative Background

The Concussion Management and Awareness Act, (Chapter 496 of the Laws of 2011) requires the Commissioner of Education, in conjunction with the Commissioner of Health, to promulgate rules and regulations related to students who sustain a concussion, also known as a mild traumatic brain injury (MTBI), at school and at any district-sponsored event or related activity.

- Among other mandates, the law requires that school coaches, physical education teachers, nurses, and certified athletic trainers complete a New York State Education Department (NYSED) approved course on concussions and concussion management every two years. This course must address guidelines for a student's return to school and certain school activities after sustaining a concussion regardless of whether or not the concussion occurred outside of school.
- Additionally, the law requires that students who sustained, or are suspected to have sustained, a concussion during Athletic Activities (interscholastic sports) are to be immediately removed from such activities.
- Such students may not return to Athletic Activities (interscholastic sports) until they have been symptom-free for a minimum of 24 hours and have been evaluated by and receive written and signed authorization to return to activities from a duly licensed physician.

All public schools are required to employ a medical director who is a physician or nurse practitioner. (Education Law Article 19 §902). The medical director should be consulted when developing district policies and protocols for health-related matters such as concussion management.

NYSED Commissioner's regulations regarding concussion management and awareness can be found at Section 136.5 of Title 8 of the New York Code of Rules and Regulations [8 N.Y.C.R.R.]



- In accordance with those regulations, a school shall require the immediate removal from athletic activities of any student who has sustained, or who is believed to have sustained, a mild traumatic brain injury.
- If there is any doubt as to whether a student has sustained a concussion, it shall be presumed that the student has been so injured until proven otherwise.
- No such student shall resume athletic activity until the student has been symptom free for not less than twenty-four hours and has been evaluated by and received written and signed authorization from a licensed physician; and has received clearance from the medical director to participate. [8NYCRR 136.5 (d)]



CONCUSSION SCHOOL NOTE

Student Name: _____ **Date:** _____
Date of Birth: _____ **Sport:** _____
Date of Injury: _____
Diagnosis: **Concussion** **Other** _____

This form serves as a status update on where the student stands in the concussion protocol. Every concussion is managed on an individual basis. This guideline will be followed once initial clearance is received unless other instructions are provided by the health care provider. The student will not be fully cleared until a final physician review is completed by their private physician or the district medical director.

COGNITIVE AND PHYSICAL REST

- Brain rest, NO school/sports -Can move to next step when acute symptoms are improving.
 - Lots of cognitive and physical rest.
 - ALLOW SLEEP and no need to wake routinely.
 - Minimal/no TV, video games, texting or reading.

RETURN TO LEARN

- Step 1- Getting ready to return -Can move to next step if tolerating these activities.
 - Begins 1-2 days prior to returning to school.
 - Gentle activities (eg. walking, reading, up to 15 minutes screen time, etc.
 - Avoid activities that cause symptoms.
- Step 2- Back to modified school -Can move to next step when able to tolerate these activities.
 - Early bed. Lots of rest. Less stressful classes to start.
 - Can start with partial days and slowly progress up to full days as symptoms allow.
 - NO tests/quizzes. Homework less than 15 minutes.
 - Utilize quiet study halls or tutor if available.
 - OK to take breaks to the nurse's office if needed.
 - Avoid cafeteria, loud bus, loud hallways. Allow extra time between classes if needed.
 - NO band/music.
- Step 3-Back to nearly normal school days -Can move to next step when symptom-free.
 - Back to full days of school but may need fewer than 5 days/week.
 - As much homework as tolerated without producing symptoms. Max of 1 test/week.
 - Still NO band/music
- Step 4-Full school -Can move to next step once symptom-free for at least a couple days.
 - Full attendance. Full homework. Normal tests/quizzes.
 - Can start light aerobic exercise during gym class < 10 minutes.
 - Can return to band/music if it does not produce symptoms.
- If unable to progress through these steps within 4 weeks, may implement 504 plan/IEP.



RETURN TO PLAY

Starts once significantly improved for 24-48 hours and cleared by provider (MD if athletic injury)

May move to the next step after at least 24 hours if no significant increase in symptoms

If significant increase in symptoms during any step, stop activity, take at least a day off until improved and restart Return to Play at last successfully completed step.

- Step 1- Light aerobic activity, **starts once cleared and minimal symptoms x 48 hours.**
 - Examples: Walking, swimming, light yoga, stationary bike at medium pace
 - NO resistance training, NO Contact/collision
- Step 2- Aerobic activity/resistance training.
 - Examples: Walking, swimming, stationary bike -75% max heart rate.
 - Can add resistance training, NO Contact/collision
- Step 3- Sport specific activity, increased intensity.
 - Simple drills (eg. passing drills in basketball, throwing and catching for younger kids)
 - NO head impact activities or contact/collision.
- Step 4- Non-contact training drills-Can move to next step if symptom-free.
 - More complex drills
 - Non-contact practice (NO head impact activities)
- Step 5- Full contact practice or usual level of physical activity.
 - Normal practice and training techniques.
 - If out of season can do full-intensity workout.

If doing well after Step 5, contact physician for clearance.

MEDICAL CLEARANCE

- Patient has gone through all the above steps, is asymptomatic and back to baseline. Patient is cleared for all school activity, sports and music/dance without restrictions. (Do not sign unless at least 6 days have passed since injury—24-48 hours then 5 days of increasing activity).

Provider Signature

Date



Dear Parent/Guardian:

Your student has a head injury and is showing/complaining of signs and symptoms consistent with a concussion. If your student has not already been seen, they will need to be seen by their health care provider to determine whether or not they have a concussion and to determine further treatment.

****Please seek immediate medical attention if any of these symptoms arise****

Headache that gets increasingly worse
Unsteady on their feet
Slurred speech
Change in mental state (can't recognize familiar people/places)

Very drowsy or cannot be awakened
Seizures (arms/legs jerk uncontrollably)
Significant weakness or numbness in arms or legs
Significant change in pupils

Concussions can affect both mental and physical activity. Students with concussion will generally need to rest for at least a couple days and then gradually return to normal activities. It is important that your student:

- Has mental/physical rest. This includes: no training/conditioning for sports, video games, texting, computers, and very limited TV time.
- Takes no new prescription or non-prescription drugs without medical supervision. No sleeping tablets or sedating pain killers.
- Has thorough and uninterrupted sleep--repeated waking is not recommended or required.

Attached is a form with information for your child's primary physician or concussion specialist used to provide guidance for students who have suffered a concussion. Please return this completed form or other guidance from the health care provider to your child's health office once complete. Your student will not be allowed to participate in physical education, active recess or sports until clearance is received. In the case of interscholastic sports, the clearance must be done by a doctor.

Once the student is cleared, they will progress through gradual return to physical activity unless the progression has been completed with their provider.

If you have any questions, please contact the health office.

<p>Bethany R. Moore RN, BSN High School Nurse/Nurse Coordinator 315-589-9625 bmoore@williamsoncentral.org 315-410-5470 (fax)</p>	<p>Lynn Wersinger, LPN Middle School LPN 315-589-9665, ext. 3521 lwrsinger@williamsoncentral.org 315-410-5586 (fax)</p>	<p>Hayley Musclow, RN Elementary School Nurse 315-589-9668 option 3 hmusclow@williamsoncentral.org 315-410-5343 (fax)</p>
--	---	---



SIDELINE EVALUATION/PHYSICIAN RESPONSE

****This form should be given to treating physician and faxed by physician to school nurse****

_____ is exhibiting concussion-like symptoms resulting from an injury sustained on _____. This student should be seen by a health care provider prior to being allowed to return to participation.

Student was evaluated on sidelines by _____

Brief description of injury _____

Number of previous head injuries _____

At the time of the evaluation, the athlete was noted to have the following symptoms:

Loss of consciousness	Nervousness/Anxiousness
Headache	More emotional
Nausea	Numbness/Tingling
Vomiting	Feeling "slow"
Confusion	Feeling "foggy" or "dazed"
Balance problems	Nystagmus
Dizziness	Neck pain
Fatigue/Drowsiness	ringing in ears
Light sensitivity	Blurry vision
Noise Sensitivity	Unsteadiness
Irritability	Emotional change
Difficulty remembering	Other:

****Parents please also take note if any of the above symptoms appear between initial evaluation and appointment to see treating physician****

PROVIDER RESPONSE (physician if interscholastic athlete)

Student is cleared to begin Return to Learn and Return to Play protocols.

Student is cleared to return to sports following successful progression through protocol.

If student is not able to progress in 10 days, please make return appointment.

Treating Physician Signature



POST-CONCUSSION CLEARANCE

Step	Goal	Suggested Activities	Activities to Avoid	Cleared Date/Init
1	Low impact, non-strenuous, light aerobic activity	Walking, light yoga, stationary bike at medium pace	<ul style="list-style-type: none"> ● Resistance Training ● Rapid increase in heart rate ● Contact/Collision 	
2	Medium impact, moderate activity, sports-specific or unit-specific exercise	Jogging, yoga, elliptical, no head contact	<ul style="list-style-type: none"> ● Resistance Training ● Rapid increase in heart rate ● Contact/Collision 	
3	Unit-specific or sport-specific light non-contact drills	Individual or partner skill work ES: throw and catch, rhythm activity MS/HS PE: higher resistance weight training Sports: Harder training drills, e.g. passing drills.	<ul style="list-style-type: none"> ● Contact/collision 	
4	Full contact practice	Normal PE class in smaller side group. Sports: normal practice		
5	Return to full participation once cleared by medical director			

Each step takes place on a different day, and the student may move to the next step if remains symptom free or has minimal increase in symptoms. **If symptoms significantly worsen during any step (i.e. more than 2 steps on a 10-point pain scale), stop activity, take at least a day off until improved, and restart Return to Play at last successfully completed step.** If the student is unable to progress through all steps, they may continue to participate in activity at the highest completed step until further guidance is received from health care provider.