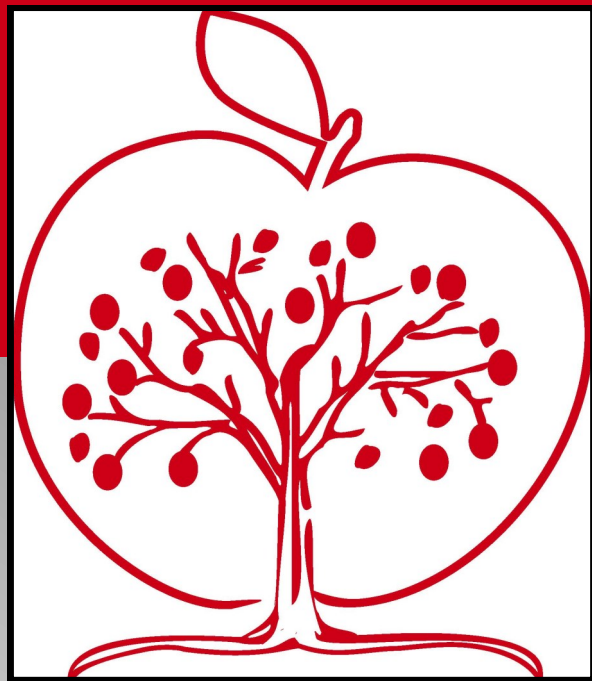


Williamson Central School District

Deep Roots | Core Values | Bright Futures



Extracurricular Handbook



Williamson Central School

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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*.

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

Show PRIDE in Extracurriculars...



Student

Parent

<p>P Perseverance</p>	<p>Be patient Stick with it</p>	<p>Encourage students to be patient and to stick with it</p>
<p>R Responsibility</p>	<p>Be on time Honor your commitments</p>	<p>Support children with meeting/ competition/ performance commitments</p>
<p>I Integrity</p>	<p>Be a good team member Be honest Take pride in your work</p>	<p>Model appropriate talk Limit criticism of others</p>
<p>D Dignity</p>	<p>Support other students</p>	<p>Support all students and families</p>
<p>E Excellence</p>	<p>Represent the district in an honorable manner Do your best</p>	<p>Be a positive role model</p>

Expectations for Students Participating in Extracurricular Activities



All clubs and activities will provide clearly articulated expectations for students and parents to review and acknowledge.

Students participating in extracurricular activities will be in good academic standing. Students will comply with the building level Academic Eligibility Policy (Appendix A).

Students participating in extracurricular activities will abide by the building level Attendance Policy.

Some clubs and activities require a parent/guardian meeting. Parents/guardians of students participating in extracurricular activities will attend any required meeting associated with that activity. If a parent/guardian is unable to attend the meeting, alternative arrangements should be made with the advisor prior to the meeting date.

Activity advisors will share specific activity related expectations with students and families.

If a student does not comply with the above expectations, the club advisor may choose to administer a consequence such as suspension from practices, competitions or events associated with the extracurricular activity for a stated period of time or, in repeat or more serious instances, removal from the extracurricular activity.



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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.





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Extracurricular Activity Commitment Form

Date _____

Student's Name _____

Parent/Guardian's Name _____

Activity Name _____

We understand that participating in an extracurricular activity is a privilege. We have reviewed the expectations for students participating in extracurricular activities at Williamson Central School District and will abide by those expectations. We will show PRIDE in ourselves and be supportive of our peers. We know we can contact the activity's advisor with any questions we have.

Student Signature _____

Parent/Guardian's Signature _____

Appendix A

**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, matched 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.

<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 s/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