

EXTRA-CURRICULAR ACTIVITIES

Academic Eligibility Requirements

Implementation standards for grade-point average and class passage requirement:

- A. Measurement of student scholastic achievement shall be based on grades received by the activity participant during the academic period (quarter/trimester) preceding the activity season in question, as well as, academic performance during the current season.
- B. Student participants failing to accomplish the No “Fs” expectation will be placed on academic probation subject to sanctions barring the student from competitions and performances, but not practice sessions.
- C. Academic performance during the season shall be monitored regularly and students not performing acceptably, according to the standard, shall be required to meet or exceed the standard prior to any further competition/performance.
- D. Students failing to meet academic eligibility requirements based on previous quarter grades, may participate in practice sessions, but shall be barred from competitions/performances for the first five (5) weeks of the season for high school students and for the first three (3) weeks of the season for middle school students. Provided the student performs acceptably, according to the academic standards required by this policy during this five (or three) week period, they will be allowed to compete/perform thereafter subject to the provisions of “c.” above.

Monitoring of student academic performance is critical to fulfilling the intent of the eligibility requirements in this policy and to the educational welfare of students who participate in extra-curricular activities.

- A. Students that are placed on academic probation due to previous quarter/trimester performance problems, or due to academic performance issues that arise during the current season, shall be monitored weekly throughout the entire season to insure academic stability.
- B. Students that are not placed on academic probation are subject to monitoring during the season every four (4) weeks at a minimum. Coaches may monitor the academic performance of these students more frequently at their discretion.
- C. Coaches, in collaboration with building administrators and the athletic director, shall devise appropriate mechanisms to insure consistent monitoring and enforcement of academic eligibility requirements. Possible mechanisms may include weekly grade reports hand carried by the students, anecdotal information from teachers and electronic reporting techniques.

- D. It is expected that employees of the District, parents and students will work together in partnership in maintaining the integrity of monitoring and enforcing academic eligibility requirements.

Appeals: Under unusual circumstances, such as extreme hardships, students may appeal the discipline measures resulting from these academic eligibility requirements to the Eligibility Review Committee.

- A. The Eligibility Review Committee shall include at least one representative from each of the following groups: a building administrator, a building coach and a parent. The school principal shall appoint this committee.
- B. The Superintendent shall insure the integrity of the process to uphold the Board's intent with the policy.

Assistance: Assisting struggling students is an important strategy in achieving the purpose and goals of the District academic eligibility standards.

- A. Consistent and frequent monitoring of student academic performance, along with regular feedback to students and their parents are primary strategies for assisting students in overcoming their academic difficulties. This attention by caring adults adds relevance and importance that will assist many students in making academic achievement a high priority and will lead to improved achievement in most cases.
- B. For some students, higher expectations and regular feedback provided by monitoring, will be insufficient to accomplish the goal of acceptable academic performance. For these students, additional help and motivation will be required.
- C. A "team" approach will be nurtured and promoted by staff. Building a culture of mutual support is key to this strategy. As coaches, interested teachers, parents, fellow students, etc. form a support group that encourages struggling students, their academic performance is likely to increase due to improved motivation. Additionally, this support group will become a source of incidental tutoring assistance. To a certain extent, this group will form naturally. Principals, coaches and other staff will assist in promoting such a "team" approach.
- D. Principals will be responsible for developing other support strategies as needed. Some examples may include volunteer tutors and study groups.

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