

South Seneca Central School



Physical Education Plan

Updated: February 2012

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South Seneca Central School District

Physical Education Plan

Board approved date:_____

I. School Demographics, Location and Number of students:

South Seneca School District has a very interesting history. The district consists of two buildings. Both the Ovid and Interlaken buildings were built in the late 1930s. The two schools housed all of the students in the surrounding towns such as Lodi, Willard, Caywood, Interlaken and Valois. It was not until 1968 that the two schools merged and became the South Seneca school district. The two districts continued to hold classes for students in grades K-12 in each building for two more years until 1971 when the buildings split up. At this time, after shifting students around Ovid became the high school campus serving students in grades 9-12 and Interlaken became the K-8 building. In the late 1970's the 7th and 8th grades moved over to the high school making the Ovid campus a Junior/Senior high building. In 2001, the district built a brand new middle school during a capital project and brought over the 6th grade from Interlaken. This made the high school separate from the middle school. The District now consists of these three buildings.

South Seneca School District is located in the heart of the Finger Lakes Region of New York State between Seneca and Cayuga Lakes. According to the 2009-2010 District Profile, the current district enrollment is 811 students. Ninety six percent of the student body is Caucasian, two percent is African American and two percent is Hispanic or Latino. Thirty four percent of the student population is eligible for free or reduced lunch. The most current annual attendance rate listed was ninety five percent for the 2008-2009 school years.

II. PHYSICAL EDUCATION PLAN

The South Seneca School District offers a comprehensive, standards-based physical education program that is aligned with the regulations set forth by the New York State Commissioner of Education Title 8 Chapter II Subchapter G. Health and Physical Education Part 135. The South Seneca Physical Education Department develops an up-to-date and evolving curriculum that continually strives to meet the needs of their student body. This document represents the physical education plan for grades K-12 in the South Seneca School District.

A. Program Goals and Objectives:

South Seneca School Districts students will acquire and achieve upon their commencement:

- Goal 1: Student will be able to monitor and develop healthy levels of fitness and lifestyle.
- Goal 2: Students will be able to evaluate programs and take the necessary steps to access so they can engage in physical activity.
- Goal 3: Understand the benefits, of physical activity and engaging in your community programs.
- Goal 4: Students will become proficient in a variety of basic and advanced movement skills.
- Goal 5: Students will realize the benefits from physical activity in regards to social, emotional and personal responsibility.
- Goal 6: Promote physical activity and the attainment of physical fitness throughout life.
- Goal 7: Help students attain competency in the management of the body and useful physical skills.
- Goal 8: Emphasize safety.
- Goal 9: Motivate expression and communicate.
- Goal 10: Promote group and individual learning.
- Goal 11: Promote knowledge and appreciation of physical education activities.
- Goal 12: Make each student aware of the effect of physical activity upon the body.

Goal 13: Provide opportunities for exercise, a pupil initiative, leadership and responsibility.

Goal 14: Reinforce basic learning of other discipline's curriculum.

The South Seneca Physical Education curriculum includes activities or experiences of sufficient variety in each of the following:

- Basic and creative movement
- Rhythm and dance
- Cooperative Games
- Perceptual motor skills
- Individual and team sports
- Gymnastics
- Lifetime sports
- Nutrition and strength conditioning
- Other age appropriate activities which promote the development of both genders.

The South Seneca school district offers all of its students opportunities to participate in **extracurricular activities**. The South Seneca gymnasium and fitness room are open to students at regularly scheduled times. Students often have the opportunity to take part in after school tournaments such as badminton, pickle ball and ping pong. The South Seneca fitness room is open to all students from the hours of 3PM to 5PM throughout the school year. Students use these facilities to stay physically active and meet personal fitness goals. The physical education staff also meets the needs of students who are temporarily or permanently unable to participate in the general physical education classes.

B. Required Instruction: (Schedules, Length of classes, frequency):

The South Seneca School District is working toward meeting the time and frequency requirements for physical education instruction set forth by the Commissioner's Regulations. Our district offers regularly scheduled physical education classes. In addition, we offer integrated programs such as the daily morning exercise routines in the elementary school that incorporate physical activity and/or sequential learning related to physical education in the traditional classroom setting.

In grades K-3, each student participates in 120 minutes of physical education per week. This includes a regularly scheduled physical education class that meets for 30 minutes, three times a week. Students receive the remaining 30 minutes of required physical education each week by participating in a morning exercise program that is broadcast daily on the morning announcements. This program was developed by the district's physical education teachers and is overseen by the director of physical education who reviews the written plans on a regular basis. In summary, students receive 90 minutes a week of regular physical education classes and 30 minutes of integrated physical education through the morning exercise program for a total 120 minutes.

Grades 4-5 receive a 30 minute physical education class every day. This adds up to 150 minutes of physical education per week. The fourth and fifth grades also actively participate in the integrated morning exercise routines. The morning exercise program accounts for an additional 30 minutes per week making the grand total 180 minutes of physical education time the fourth and fifth grades receive each week.

Grades 6-8 meet every other day (meaning they meet three times one week and two times the next and so on). Their classes meet for 62 minutes a session excluding changing time. The 6-8 grades meet the physical education requirements set forth by the commissioner of education for frequency but not the time piece.

Grades 9-12 meet every fourth day for 62 minutes excluding changing time. The 9-12 grades do not meet the physical education requirements set forth by the commissioner of education for frequency or time.

Adapted Physical education classes meet every other day for 36 minutes. The adapted classes meet twice one week and three times the next week covering the frequency piece. In average of two week cycle adapted students receive 108 minutes of physical education instruction which meets the NYS requirements.

C. Curriculum Design/Required Instruction:

The South Seneca Central School District has aligned the K-12 Physical Education curriculum with the New York State Learning Standards (See which standard learning experiences align with as they are followed by NYS 1, 2 and/or 3). The following curriculum map includes specific outcomes, enduring understandings, learning objectives, activities, assessments and materials for grades K-12.

a. Elementary

KINDERGARTEN

OUTCOMES:

All students in Kindergarten will:

1. Learn basic body control while moving in a variety of settings.
2. Become aware of strength, endurance, and flexibility in different parts of their bodies.
3. Learn ways to develop health-related fitness.
4. Develop social skills through physical activity.

ENDURING UNDERSTANDINGS:

1. Physical activities provide opportunities for enjoyment and challenge.
2. Involvement in daily physical activity can help a person feel better and sleep better.
3. Increased physical activity has immediate effect on the heart, respiration, and perspiration.
4. Rest and sleep are important for caring for the body.
5. Proper shoes and clothing promotes safe play and prevents injury.
6. Positive self-management and social skills are needed to work independently and with others in physical settings.
7. Appropriate reactions and rules are necessary during emergencies and physical activities.
8. Movement concepts and principles apply to the learning and development of motor skills.

OBJECTIVES:

MOVEMENT

The student will:

1. Move throughout gym/open space using a variety of locomotor patterns (such as walking, jogging running, galloping, skipping, sliding, leaping) while demonstrating control per New York State Physical Education Standards (NYS #1, 2, 3).
2. Demonstrate clear contrasts between slow and fast movement when traveling (NYS #1, 2).
3. Demonstrate non-locomotor movements such as bend and stretch. Use musical instruments such as drums, tambourine to move to. (NYS #1, 2, 3).
4. Maintain balance while bearing weight on a variety of body parts (NYS #1, 2).
5. Use an age and skill appropriate ball to toss and catch it before it bounces twice (NYS #1, 2, 3).
6. Use a balance beam to walk forward and sideways the length of it without falling (NYS #1, 2, 3).
7. On a mat, roll sideways (right or left) without hesitating (NYS #1, 2, 3).
8. Use an age and skill appropriate ball to demonstrate on cue key elements in overhand throw, underhand throw, and catch (NYS #1, 2, 3).
9. Demonstrate a base of support and a solid athletic stance (NYS #1, 2).

PHYSICAL ACTIVITY AND HEALTH

The student will:

1. Describe and select physical activities that provide opportunities for enjoyment and challenge (NYS#1, 2, 3).
2. Participate in moderate to vigorous physical activities on a daily basis (NYS #1, 2, 3).
3. Distinguish between active and inactive lifestyles (NYS #1, 2, 3).
4. Participate in appropriate exercise for flexibility (NYS #1, 2, 3).
5. Lift and support own weight in selected activities that develop muscular strength and endurance, describe the location and function of the heart (NYS #1, 2).
6. Use equipment and space safely and properly in school and outside of the school day (NYS #1, 2, 3).

7. Describe the importance of using safety resources such as protective equipment (helmets, elbow/knee pads, wrist guards, proper shoes, and clothing) in preventing injuries. (NYS #1, 2,3);
8. Describe ways to protect oneself from harmful effects of the sun (like proper use of sunscreen) in and out of school (NYS #1, 3); and
9. Describe the universal safety precautions and how to use safety resources appropriately (like when and how to call 911) (NYS #1, 3).

SOCIAL DEVELOPMENT

The student will:

1. Demonstrate starting and stopping activity when sound and hand signals are given (NYS #2, 3).
2. Use gym floor lines and cones to understand and explain boundaries and rules for simple games (NYS #2, 3).
3. Follow rules and apply safe movement practices (NYS #2).
4. Interact, cooperate, and respect others (NYS #2).

ACTIVITIES

1. Beginning locomotor movement activities such as walking, jogging, running, galloping, skipping, sliding, and leaping.
2. Animal movement activities.
3. Twisting and turning activities.
4. Low balance beam activities.
5. Throwing and catching activities.
6. Tumbling activities.

ASSESSMENTS

1. Teacher observation.
2. Observational record.
3. Student project.
4. Student-teacher interviews and conversations.

MATERIALS:

1. Balance Beam
2. Balls
3. Tumbling Mats
4. Parachute

5. Jump Ropes
6. Hula Hoops
7. Balloons
8. Scooters
9. Scoops

GRADE 1

OUTCOMES:

All students in Grade 1 will:

1. Develop basic body control, fundamental movement skills and health-related fitness components such as strength, endurance, and flexibility.
2. State key performance cues for basic movement patterns such as throwing and catching.
3. Learn rules and procedures for simple games and apply safely practices associated with physical activities.

ENDURING UNDERSTANDINGS:

1. Motor skill development requires correct practice.
2. A base of support affects balance.
3. Physical activities provide opportunities for enjoyment and challenge.
4. Smoking, lack of sleep, and poor dietary habits have negative effects on physical performance and on the body.
5. Muscles and bone work together to produce movement.
6. Food is a source of energy.
7. Appropriate reactions to emergency situations are important in reducing injury.
8. Boundaries and rules are necessary for certain games.
9. Talking and asking the teacher for help are socially acceptable ways to deal with conflict.

OBJECTIVES

MOVEMENT

The student will:

1. In the gymnasium/open space, demonstrate an awareness of personal and general space while moving in different directions and levels such as high, medium and low (NYS #1, 2, 3).
2. Use floor markers such as poly spots to demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding (NYS #1, 2, 3).
3. Control in balance and traveling activities (NYS #1, 2) .
4. Demonstrate the ability to work with a partner in activities such as leading and following (NYS #1, 2).
5. Demonstrate rhythmic movement by using musical instruments and/or clapping in time to a simple rhythmic beat (NYS #3).
6. Use partner turned long jump ropes to jump a long rope (NYS #1, 2, 3).
7. Demonstrate a variety of relationships such as under, over, behind, next to, through, right, left, etc. (NYS #1 , 2).
8. Identify selected body parts such as head, back, chest, hips, arms, etc. (NYS #2).

PHYSICAL ACTIVITY AND HEALTH

The student will:

1. Participate in moderate to vigorous physical activities on a daily basis (NYS #1, 2, 3).
2. Participate in appropriate exercise for flexibility (NYS #1, 2).
3. Lift and support own weight in selected activities that develop muscular strength and endurance (NYS #1, 2).
4. Observe the immediate effect of physical activity on the heart and breathing rate, use equipment and space properly (NYS #1, 2, & 3).
5. Apply safety practices associated with physical activity such as not pushing in line (NYS #2).
6. Wear proper shoes and clothing to promote safe play and prevent injury (NYS #2, 3).

SOCIAL DEVELOPMENT

The student will:

1. Demonstrate starting and stopping activity when sound and hand signals are given (NYS #2, 3).
2. Demonstrate the ability to play within boundaries (proper use of gym floor lines and markers such as cones) during games and activities (NYS #2, 3).
3. Follow rules, procedures, and safe practices, work in a group setting in cooperation with others (NYS #2).
4. Share space, resources and equipment with others (NYS #2, 3).

ACTIVITIES

1. Over and under, up and down activities.
2. Mirroring activities, Simon Says activities, Leap Frog activities.
3. Balancing objects while moving throughout space.
4. Shadowing activities.
5. Beginning rhythm and dance activities.
6. Long Jump Rope activities.
7. Stationary directional awareness activities.
8. Body awareness activities.

ASSESSMENTS

1. Teacher observation.
2. Observational record.
3. Student project.
4. Student-teacher interviews and conversations

MATERIALS:

1. Balance Beam
2. Balls
3. Tumbling Mats
4. Parachute
5. Jump Ropes
6. Hula Hoops
7. Balloons
8. Scooters
9. Scoops
10. Music
11. Hurdles

GRADE 2

OUTCOMES:

All students in Grade 2 will:

1. Demonstrate key elements of fundamental movement skills and mature form in locomotive skills.
2. Learn to describe the function of the heart, lungs, and bones as they relate to movement.
3. Understand basic concepts of health promotion such as the relationship between a physically active lifestyle and the health of the heart.
4. Work in a group and demonstrate the basic elements of socially responsible conflict resolution.

ENDURING UNDERSTANDINGS:

1. Attention to the feeling of movement is important in motor skill development.
2. Movement concepts and terms are similar in a variety of motor skills.
3. Physical activity strengthens the heart, lungs and muscular system.
4. Blood carries oxygen and nutrients through the body.
5. Certain foods enhance a healthy heart.
6. Food is a source of nutrients that provide energy for physical activity.
7. Smoking has negative effects on the lungs and the ability to exercise.
8. Rest and sleep are essential in caring for the body.
9. Protective measures should be taken to protect the body from the effects of the sun.
10. Appropriate reactions to emergency situations are important in reducing injury.
11. Treating others with respect during play is a sign of good sportsmanship.

OBJECTIVES:

MOVEMENT

The student will:

1. Travel independently in a large group while safely and quickly changing speed and direction (NYS #1, 2).
2. Using safe tagging implements develop skills of chasing, fleeing, and dodging to avoid or catch others (NYS #1, 2, 3).

3. In activities such as obstacle courses use equipment to combine shapes, levels, and pathways into simple sequences (NYS #1, 2, 3).
4. Demonstrate mature form in walking, hopping, and skipping (NYS #1, 2, 3).
5. Using balance beams, demonstrate balance in symmetrical and non-symmetrical shapes from different bases of support (NYS #1, 2, 3).
6. In activities such as obstacle courses use equipment to demonstrate a variety of relationships in dynamic movement situations such as under, over, behind, next to, through, right, left up, or down (NYS #1, 2, 3).
7. Perform simple stunts that exhibit agility such as jumping, one and two foot takeoffs, and landing with control (NYS #1, 2).
8. Using mats for safety, demonstrate smooth transition from one body part to the next in rolling activities such as side roll, log roll, balance/curl, and roll/balance in a new position (NYS #1, 2, 3).
9. Perform controlled weight transfers such as feet to hands with controlled landing and feet to back (NYS #1, 2).
10. Demonstrate the ability to mirror a partner (NYS #1, 2).
11. Using musical instruments such as drums walk in time to a 4/4 underlying beat (NYS #1, 2, 3).
12. Using music as a resource, students will perform rhythmical sequences such as simple folk, creative combination movements and ribbon routines (NYS #1, 2, 3).
13. Using a jump rope, jump a self- turned rope repeatedly (NYS #1, 2, 3).
14. Using an age and skill appropriate ball, demonstrate on cue key elements of hand dribble, foot dribble, kick and strike (such as striking a balloon or ball with hand) (NYS #1, 2, 3).
15. Demonstrate and identify similar movement concepts and terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force (NYS #1, 2).

PHYSICAL ACTIVITY AND HEALTH

The student will:

1. Describe and select physical activities and equipment and resources that provide opportunities for enjoyment and challenge (NYS #1, 2, 3).

2. Participate in appropriate exercise for flexibility (NYS #1, 2).
3. Lift and support their own weight in selected activities that develop muscular strength and endurance (NYS #1, 2).
4. Identify foods that enhance a healthy heart (NYS #1, 2).
5. Use equipment and space safely and properly (NYS #2, 3);
6. Select and use appropriate protective equipment in preventing injuries such as proper shoes and clothing (NYS #2, 3);
7. List the effects of the sun on the body and the use of safety resources like sunscreen (NYS #2, 3); and
8. Describe the universal safety precautions and proper use of safety resources available to us like when and how to call 911 (NYS #2, 3).

SOCIAL DEVELOPMENT

The student will:

1. Identify, discuss and record goals to be accomplished during simple games such as not getting tagged (NYS #3).
2. Identify, discuss and record strategies in simple games and activities such as dodging to avoid getting tagged (NYS #3).
3. Treat others with respect during game play (NYS #2).

ACTIVITIES:

1. Tag Games and activities.
2. Chasing and fleeing activities.
3. Combination movement activities.
4. Intermediate locomotor movement activities such as walking, jogging, running, galloping, skipping, sliding, leaping.
5. Basic gymnastic activities.
6. Dynamic directional awareness activities.
7. Jumping activities.
8. Balance and stunt activities.
9. Shadowing activities.
10. Rhythmic and dance activities.
11. Jump Roping activities.
12. Ball dribbling activities.
13. Safe striking activities.
14. Stretching activities.
15. Strength building activities.

ASSESSMENTS:

1. Teacher observation
2. Observational record
3. Student Project
4. Student-teacher interviews and conversations
5. Event task
6. Peer observation
7. Written/drawing/oral test
8. Student journal
9. Group project

MATERIALS:

1. Balance Beam
2. Balls
3. Tumbling Mats
4. Parachute
5. Jump Ropes
6. Hula Hoops
7. Balloons
8. Scooters
9. Scoops
10. Music
11. Hurdles
12. Tagging implements
13. Striking implements

GRADE 3

OUTCOMES:

All students in Grade 3 will:

1. Begin to learn and demonstrate more mature movement forms;
2. Learn age-specific skills and the health benefits of physical activity.
3. Learn game strategies, rules, and etiquette.

ENDURING UNDERSTANDINGS:

1. Movement concepts and terms are similar in a variety of motor skills.
2. Practice, attention and effort are required to improve skills.
3. Physical activity has long-term effect on the heart.

4. Engaging in aerobic activities develops cardiovascular fitness.
5. Foods can affect healthful bodily functions.
6. Warming up reduces the chance of injury and increase the effectiveness of the workout.
7. Cooling down aides in the recovery from physical activity and helps prevent soreness.
8. Game components can be modified to make the game and participants more successful.
9. People have differences in physical abilities.

OBJECTIVES:

MOVEMENT

The students will:

1. In gymnasium/open space, travel forward, sideways, and backwards and change direction quickly and safely in dynamic situations (NYS #1, 2, 3);
2. Demonstrate proper form and smooth transitions during combinations of fundamental locomotion and body control skills such as running and jumping safely in dynamic situations (NYS #1, 2).
3. Demonstrate mature form in jogging, running and leaping (NYS #1, 2).
4. Demonstrate proper body alignment in lifting, carrying, pushing, and pulling (NYS #1, 2).
5. Transfer on and off equipment with good body control such as boxes, benches, stacked mats, and balance beam (NYS #1, 2, 3).
6. Demonstrate various step patterns and combinations of movement in repeatable sequences (NYS #1, 2).
7. Using age and skill appropriate balls demonstrate key elements in manipulative skills such as underhand throw, overhand throw catch and kick such as position your side to the target (NYS #1, 2, 3).

PHYSICAL ACTIVITY AND HEALTH:

The students will:

1. Describe physical activities and the resources and safety equipment needed to safely participate in them that provide enjoyment and challenge (NYS #3);

2. Participate in moderate to vigorous physical activities that cause increased heart rate and respiration (NYS #1,2);
3. Participate in appropriate exercises for developing flexibility (NYS #1, 2).
4. Lift and support their own weight in selected activities that develop muscular strength and endurance (NYS #1, 2).
5. Identify opportunities and places for participation in physical activity in the community such as little league and parks (NYS #3).
6. Distinguish between aerobic and anaerobic activities (NYS #2).
7. Describe the principles of good posture and its impact on physical activity (NYS #2).
8. Use equipment safely and properly (NYS #2, 3)
9. Select and use appropriate clothing that promotes participation and prevents injury (NYS #2, 3).
10. Identify exercise precautions such as awareness of temperature and weather conditions and need for warm-up and cool-down activities (NYS #1, 2).

SOCIAL DEVELOPMENT:

The student will:

1. Utilize resources and P.E. equipment appropriately and safely with other people. (NYS #3)
2. Explain the importance of basic rules in games and activities (NYS #2);
3. Follow rules, procedures and etiquette (NYS #2).
4. Persevere when not successful on the first try in learning movement skills and understand what resources can help you improve with practice (NYS #1, 2, 3).
5. Accept and respect differences and similarities in physical abilities of self and others (NYS #2).

ACTIVITIES:

1. Tag Games and activities.
2. Chasing and fleeing activities.
3. Combination movement activities.
4. Intermediate locomotor movement activities such as walking, jogging, running, galloping, skipping, sliding, and leaping.
5. Throwing and catching activities.
6. Basic gymnastic activities.

7. Dynamic directional awareness activities.
8. Jumping activities.
9. Balance and stunt activities.
10. Shadowing activities.
11. Rhythmic and dance activities.
12. Jump Roping activities.
13. Ball dribbling activities.
14. Safe striking activities.
15. Fitness equipment activities.
16. Stretching and flexibility activities.
17. Strength building activities.

ASSESSMENTS:

1. Teacher observation.
2. Observational record.
3. Student project.
4. Student-teacher interviews and conversations.
5. Event task.
6. Peer observation.
7. Written/drawing/oral test.
8. Student journal.
9. Informal testing.
10. Group project.

MATERIALS:

1. Balance Beam
2. Balls
3. Tumbling mats
4. Parachute
5. Jump ropes
6. Hula hoops
7. Balloons
8. Scooters
9. Scoops
10. Music
11. Hurdles
12. Tagging implements
13. Striking implements (bats, paddles, racquets)

GRADE 4

OUTCOMES:

All students in Grade 4 will:

1. Identify the components of health-related fitness.
2. Combine locomotor and manipulative skills in dynamic situations with body control.
3. Identify sources of health fitness information.
4. Learn about appropriate clothing and safety precautions in exercise settings.
5. Demonstrate positive self-management and social skills.

ENDURING UNDERSTANDINGS:

1. Similar movement concepts can be found in a variety of sport activities.
2. Strength, endurance and flexibility together help to develop and maintain health-related fitness.
3. Physical activities provide for enjoyment and challenge.
4. Time, space, effort and relationships can be used to refine movement skills.
5. Appropriate changes in performance can be accomplished based on correct feedback.
6. Cardiovascular endurance, muscular endurance and strength, and flexibility can be measured.
7. Health issues are related to physical activity/inactivity.
8. Stress can be relieved through physical activity.
9. Recovering from exercise requires rest and sleep.
10. Proper attire promotes participation and prevents injury.
11. Potential risks are involved in physical activity and can be associated with unsafe movement and improper use of equipment.
12. Effective communication, consideration and respect for the feelings of others are important during physical activity.

OBJECTIVES:

MOVEMENT

The student will:

1. In and throughout gymnasium/open space demonstrate changes in speed during straight, curved, zigzag pathways in dynamic situations (NYS #1, 2, 3).

2. Use P.E equipment and resources to catch an object while traveling such as a football passes on the run (NYS #1, 2, 3).
3. Combine shapes, levels, pathways, and locomotor patterns smoothly into repeatable sequences (NYS #1, 2)
4. Jump and land for height and distance using key elements for creating and absorbing force such as bending knees, swinging arms and extending (NYS #1, 2).
5. Perform sequences that include traveling, showing good body control combined with stationary balances on various body parts (NYS #1, 2).
6. Transfer weight along and over equipment with good body control (NYS #1, 2, 3)
7. Create movement sequences with a beginning, middle and end (NYS #1, 2, 3).
8. Using a long jump rope, travel into and out of a rope turned by others without hesitation (NYS #1, 2, 3).
9. Using an age and skill appropriate ball, demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, and punt, striking with body part, racquet, or bat (NYS #1, 2, 3).
10. Identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving (NYS #1, 2).
11. Make appropriate changes in performance based on feedback (NYS #2).
12. Describe key elements of mature movement patterns of throwing for distance or speed such as catch, kick, strike and jump (NYS #2).

PHYSICAL ACTIVITY AND HEALTH:

The student will:

1. Describe and select activities and equipment and resources that provide for enjoyment and challenge (NYS #3);
2. Name the components of health-related fitness (NYS #2).
3. Identify and demonstrate a variety of exercises that promote flexibility (NYS #1, 2).
4. Participate in activities that develop and maintain muscular strength and endurance (NYS #1, 2).
5. Identify opportunities for participation in physical activity in the community such as little league and parks (NYS #3).

6. Describe the effects of exercise on heart rate through the use of manual pulse checking or heart rate monitors (NYS #2, 3).
7. Participate in moderate to vigorous physical activities (NYS #1, 2).
8. Identify methods for measuring cardiovascular endurance, muscular strength and endurance and flexibility (NYS #3).
9. Identify major muscle groups and the movements they cause (NYS #2).
10. Identify sources of information on skill improvement, fitness, and health such as books and technology (NYS #3).
11. Select and use proper attire that promotes participation and prevents injury (NYS #2, 3).

SOCIAL DEVELOPMENT:

The student will:

1. Utilize resources and P.E. equipment appropriately and safely with other people. (NYS #3)
2. Distinguish between compliance and noncompliance with rules and regulations. Refer to resources such as posted rules and guidelines as needed. (NYS #2, 3).
3. Follow rules, procedures and etiquette (NYS #2).
4. Respond to winning and losing with dignity and understanding (NYS #2).
5. Demonstrate proper use of time by being able to work independently and stay on task (NYS #2, 3).
6. Demonstrate effective communication, consideration and respect for the feelings of others during physical activities such as encourage others, allow others equal turns and invite others to participate (NYS #2).

ACTIVITIES:

1. Tag Games and activities
2. Chasing and fleeing activities
3. Combination movement activities
4. Locomotor movement activities such as walking, jogging running, galloping, skipping, sliding, leaping.
5. Throwing and catching activities in dynamic environments
6. Basic gymnastic activities
7. Dynamic directional and spatial awareness activities
8. Jumping activities for height and distance

9. Balance and stunt activities
10. Shadowing activities
11. Rhythmic and dance activities
12. Jump Roping activities
13. Ball dribbling activities
14. Safe striking activities
15. Fitness equipment activities
16. Sports lead-up activities
17. Stretching and flexibility activities
18. Strength building activities
19. Weight transfer activities

ASSESSMENTS:

1. Teacher observation
2. Observational record
3. Student project
4. Student-teacher interviews and conversations
5. Event task
6. Peer observation
7. Written test
8. Student journal/log
9. Informal testing
10. Group project
11. Physical fitness testing
12. Portfolio

MATERIALS:

1. Balance Beam
2. Balls (a variety of)
3. Tumbling Mats
4. Parachute
5. Jump Ropes
6. Hula Hoops
7. Balloons
8. Scooters
9. Scoops
10. Music
11. Hurdles
12. Tagging implements
13. Striking implements

GRADE 5

OUTCOMES:

All students in Grade 5 will:

1. Demonstrate competence such as improved accuracy in manipulative skills in dynamic situations.
2. Use basic skills such as jumping rope, moving to a beat, and catching and throwing in game-like situations.
3. Assume responsibility for their own safety and the safety of others.
4. Match different types of physical activities to health-related fitness components.
5. Explain ways to improve fitness based on the principle of frequency, time and intensity.
6. Learn that the etiquette of participation can resolve conflicts during games and sports in acceptable ways.

ENDURING UNDERSTANDINGS:

1. Preparation movement, follow through, and recovery are common phrases in a variety of movement skills.
2. Various elements of performance are important for different stages during skill learning.
3. Appropriate drills/activities must be selected to enhance the learning of a specific skill.
4. Participation in community physical activities is beneficial to one's health.
5. Aerobic exercise strengthens and improves the efficiency of the heart and lungs.
6. To improve levels of physical fitness you must increase the amount of activity or exercise that you normally do.
7. Physical performance is related to the structure and function of the muscular and skeletal systems.
8. Smoking causes changes to occur in the cardio respiratory system and affects the ability to perform physical activity.
9. Movement and coordination are affected by alcohol and other drugs.
10. There is a relationship between optimal body function and a healthy eating plan.
11. Taking personal responsibility for actions will help avoid accidents and prevent injuries during physical activity.
12. Dangerous exercises have adverse effects on the body.

13. Cooperation and coordination of effort between members of a group develops teamwork.
14. Sportsmanship is important for settling disagreements.
15. Physical activity with a partner or partners can increase motivation and enhance safety.

OBJECTIVES:

MOVEMENT

The student will:

1. In gymnasium/open space, demonstrate appropriate use of levels in dynamic movement situations such as jumping high for a rebound and bending knees and lowering center of gravity when guarding an opponent (NYS #1, 2, 3).
2. Demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump (NYS #1, 2).
3. Demonstrate attention to form, power, accuracy, and follow-through in performing movement skills (NYS #1, 2)
4. Using equipment in activities such as obstacle courses, demonstrate controlled balance on a variety of objects (NYS #1, 2, 3).
5. Using mats as needed, perform single stunts that exhibit agility such as jumping challenges with proper landings (NYS #1, 2, 3)
6. Using mats as needed combine traveling and rolling with smooth transitions (NYS #1, 2, 3).
7. Combine weight transfer and balance on mats and other equipment; (NYS #1, 2, 3).
8. Contrast a partner's movement (NYS #1, 2)
9. Using a jump rope, demonstrate the ability to jump a rope using various rhythms and foot patterns repeatedly (NYS #1, 2, 3).
10. Using an age and skill appropriate ball, demonstrate competence in manipulative skills in dynamic situations such as overhand throw, catch, shooting, hand dribble, foot dribble, kick and striking activities such as hitting a softball (NYS #1, 2, 3)
11. Perform combinations of locomotor and manipulative skills in complex and/or game-like situation such as pivoting throwing, twisting and striking, and running and catching ; (NYS #1, 2).
12. Describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as basic position-goalie, offense, or defense (NYS #1, 2).

PHYSICAL ACTIVITY AND HEALTH:

The student will:

1. Using appropriate physical fitness equipment safely, demonstrate the ability to participate in moderate to vigorous physical activities that help develop health-related fitness (NYS #1, 2, 3).
2. Identify, discuss and record appropriate personal fitness goals in each of the components of health-related fitness (NYS #2, 3).
3. Self-monitor their heart rate during exercise (NYS #1, 2).
4. Match different types of physical activity with health-related fitness components (NYS #2).
5. Define the principle of frequency, intensity and time and describe how to incorporate these principles to improve fitness (NYS #2, 3).
6. Use P.E. and fitness equipment safely and properly (NYS #2, 3).
7. Select and use proper attire that promotes participation and prevents injury (NYS #2, 3).
8. Identify potentially dangerous exercises and their adverse effects on the body (NYS #2).
9. Describe common skeletal problems and their effect on the body such as spiral curvatures (NYS #2).

SOCIAL DEVELOPMENT:

The student will:

1. Follow rules, procedures and etiquette. Refer to resources like posted rules and guidelines as needed. (NYS #2, 3).
2. Use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all (NYS #2).

ACTIVITIES:

1. Kinesthetic awareness activities
2. Tag games and activities.
3. Chasing and fleeing activities.
4. Combination movement activities.
5. Locomotor movement activities such as walking, jogging running, galloping, skipping, sliding, hopping, leaping and dodging.
6. Throwing and catching activities in dynamic environments.

7. Basic gymnastic activities.
8. Dynamic directional and spatial awareness activities.
9. Jumping activities for height and distance.
10. Balance and stunt activities.
11. Shadowing activities.
12. Net, wall, invasion and target activities.
13. Rhythmic and dance activities.
14. Jump Roping activities.
15. Ball dribbling activities.
16. Safe striking activities.
17. Fitness equipment activities.
18. Sports lead-up activities and positioning.
19. Health and fitness related activities.
20. Stretching and flexibility activities.
21. Strength building activities.
22. Weight transfer activities.

ASSESSMENTS:

1. Teacher observation
2. Observational record
3. Student project
4. Student-teacher interviews and conversations
5. Event task
6. Peer observation
7. Written test
8. Student journal/log
9. Informal testing
10. Group project
11. Fitness testing
12. Portfolio

MATERIALS:

1. Balance Beam
2. Balls (a variety of)
3. Tumbling Mats
4. Parachute
5. Jump Ropes
6. Hula Hoops
7. Balloons
8. Scooters

9. Scoops
10. Music
11. Hurdles
12. Tagging implements
13. Striking implements

b. Middle/Junior High

GRADE 6

OUTCOMES:

All students in grade 6 will:

1. Demonstrate understanding of health-related components of fitness,, including: the FITT formula, principles of exercise, health risk factors and personal fitness program planning.
2. Demonstrate competency in fundamental motor and manipulative skills (run, skip, throw, catch, etc.), sport-specific skills, and skill combinations.
3. Demonstrate an understanding of concepts of safety, personal and social responsibility, character, civility, and citizenship in the context of physical activities.
4. Demonstrate an understanding of community opportunities for physical activity for self, friends, and family.
5. Experience enjoyment and satisfaction through physical activity
6. Develop social skills that demonstrate the importance of teamwork and cooperation in group activities.

ENDURING UNDERSTANDINGS:

1. Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.
2. There are many short and long term health benefits and risks associated with nutritional choices.
3. Making good health decisions requires the ability to access and evaluate reliable resources.
4. Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
5. Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.

6. In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.
7. Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.

OBJECTIVES:

MOVEMENT

The student will:

1. Demonstrate movement sequences to rhythm (e.g., square dance, line dance, folk dances from foreign countries, Lummi sticks, tinlinking, rope jumping) (NYS # 1, 2).
2. Demonstrate the use of patterns and combinations of movement and non-movement activities into repeatable sequences (NYS # 1, 2).
3. Identify and move to an open space in a game situation (e.g., move and create an open space to receive a pass, maintain appropriate distance from another player in a passing or guarding situation, and pass to a moving teammate) (NYS # 1, 2).
4. Demonstrate various striking skills in game situations.
5. Throw and catch or kick and receive a ball consistently while being guarded by opponents (NYS # 1, 2) (NYS # 1, 2).
6. Demonstrate the ability to play assigned positions in various game situations (e.g., back-row player in volleyball, guard in basketball, first base in softball, goalie in floor hockey) (NYS # 1, 2).
7. Demonstrate basic offensive and defensive skills in a modified version of team sports (e.g., two-on-two basketball, three-on-three soccer, four-on-four flag football) (NYS # 1, 2).

PHYSICAL ACTIVITY AND HEALTH:

The student will:

1. Demonstrate knowledge of cardiovascular conditioning and other fitness components and apply to a variety of physical activities (NYS #1, 2, 3).
2. Describe the benefits of and participate in warm-up and cool-down activities (NYS #1, 2, 3).
3. Discuss the role of physical activity in mental and emotional health; discuss self-concept, self-esteem and self-control as they relate to

- personal decision making and mental/emotional health (NYS #1, 2, 3).
4. Describe how physical activity acts as a positive stress management tool; experience a variety of activities that can be used to manage stress (NYS #1, 2, 3).
 5. Identify personal physical activity goals; analyze the relationship between personal choices and goal attainment (NYS #1, 2, 3).

SOCIAL DEVELOPMENT:

The student will:

1. Demonstrate positive behavior as a participant and spectator in physical activities, (e.g. self- discipline, self-control, cooperation, leadership, sportsmanship, etiquette) (NYS #1, 2, 3).
2. Demonstrate appropriate peer mediation/conflict resolution skills in all activities (e.g. mediation, active listening, compromise, negotiation (NYS #1, 2, 3).
3. Review qualities of responsible friendship; explain the role of physical activity in building healthy social relationships (NYS #1, 2, 3).
4. Identify ways the community can support physical activity for teens (NYS #1, 2, 3).
5. Identify sources of anger and stress; demonstrate healthy ways to communicate emotions; evaluate healthy methods of reducing anger and stress (NYS #1, 2, 3).
6. Review strategies to become a good team member; practice team decision making; participate in cooperative, team building physical activities (NYS #1, 2, 3).

ASSESSMENTS:

1. Teacher Observation
2. Written Test
3. Skills Assessments
4. Rubrics
5. Take-Home assignments
6. Worksheets
7. Group Project
8. Fitness Test
9. End of class questions

MATERIALS:

1. Hockey sticks
2. Hockey balls
3. Hockey goals
4. Basketballs
5. Softballs
6. Softball bats
7. Softball gloves
8. Football and football flags
9. Volleyballs
10. Soccer balls
11. Dance music
12. Pinnies and cones
13. Goalie equipment
14. Jump Ropes
15. Tinlinking sticks and Lummi Sticks

GRADE 7

OUTCOMES:

All students in grade 7 will:

1. Identify and comply with safety rules and procedures (e.g., proper conditioning before participation).
2. Evaluate the effectiveness of specific practices in various physical activity situations and make recommendations to eliminate unsafe practices.
3. Demonstrate knowledge of cardiovascular conditioning and other fitness components in a variety of physical activities; explain physiological stages for physical activity.
4. Assess personal fitness and develop a plan to improve physical fitness test performance.
5. Review ways to build positive personal relationships and positive self-concept; analyze influences on personal health decisions (e.g. media, culture, peers); practice decision-making and communication skills while participating in physical activity.
6. Recognize and apply rules, strategies, terminology for varied physical activities.

ENDURING UNDERSTANDINGS:

1. Achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise.
2. Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort
3. Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
4. Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.
5. Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.
6. Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.

OBJECTIVES:

MOVEMENT

The student will:

1. Select and perform creative movement sequences using elements of dance (e.g. body/ spatial awareness, qualities, relationships); demonstrate the skill and combination of step patterns in partner and group dances (NYS #1, 2, 3).
2. Display proficiency in performance of rhythmic movement activities utilizing equipment (e.g. ribbon sticks, , juggling) (NYS #1, 2, 3).
3. Perform activities in preparation for physical fitness assessment (e.g. circuit training, conditioning for mandated fitness test) (NYS #1, 2, 3).
4. Identify and demonstrate basic steps of motor skill development (e.g. overhand throw, soccer kick, basketball jump shot, etc.) (NYS #1, 2, 3).
5. Analyze and demonstrate the basic skills and knowledge, including rules and terminology, necessary to participate in lifetime sports, games or physical activities (NYS #1, 2, 3).

PHYSICAL ACTIVITY AND HEALTH:

The Student Will:

1. Demonstrate knowledge of cardiovascular conditioning and other fitness components in a variety of physical activities; explain physiological stages for physical activity (NYS #1, 2, 3).
2. Assess personal fitness and develop a plan to improve physical fitness test performance (NYS #1, 2, 3).
3. Participate in and analyze the benefits of warm-up and cool-down activities (NYS #1, 2, 3).
4. Review the role of physical activity and nutrition on weight management, self-concept and personal health; develop a personal nutrition and physical activity plan (NYS #1, 2, 3).
5. Review the relationship of stress to personal wellness, family health and relationships; and identify ways physical activity will have an impact on stress (NYS #1, 2, 3).

SOCIAL DEVELOPMENT:

The student will:

1. Demonstrate appropriate behavior and cooperative team building skills for involvement in all areas of physical activity (e.g. fairness, respect, etiquette, self-discipline, self-control) (NYS #1, 2).
2. Demonstrate appropriate peer mediation/conflict resolution skills in all activities (e.g. mediation, active listening, compromise, negotiation) (NYS #1, 2).
3. Review ways to build positive personal relationships and positive self-concept; analyze influences on personal health decisions (e.g. media, culture, peers); practice decision-making and communication skills while participating in physical activity (NYS #1, 2, 3).

ASSESSMENTS

1. Teacher Observation
2. Written Test
3. Skills Assessments
4. Rubrics
5. Take-Home assignments
6. Worksheets
7. Group Project
8. Fitness Test
9. End of class questions

MATERIALS:

1. Hockey sticks
2. Hockey balls
3. Hockey goals
4. Basketballs
5. Softballs
6. Softball bats
7. Softball gloves
8. Football and football flags
9. Volleyballs
10. Soccer balls
11. Dance music
12. Pinnies and cones
13. Goalie equipment
14. Jump Ropes
15. Tinlinkling sticks and Lummi Sticks
16. Lacrosse sticks& goalie sticks & lacrosse goals
17. Lacrosse ball & safety glasses
18. Juggling materials (balls, ribbons, scarves)
19. Frisbee's

GRADE 8

OUTCOMES:

All students in grade 8 will:

1. Demonstrate and apply appropriate safety techniques in all activities.
2. Design personal strategies to avoid injury in recreational activities
3. Participate in lifetime fitness activities.
4. Demonstrate appropriate behaviors when participating in various lifetime activities.
5. Discuss methods of advocating for personal, family and community health.
6. Demonstrate Comprehension of the concepts of personal and social responsibility by identifying specific behaviors consistent with safety and character, civility, and citizenship in the context of physical activities.

ENDURING UNDERSTANDINGS:

1. A complete fitness program promotes participation in grade level skills and activities that build health and wellness including cardiovascular, flexibility, body composition, muscular strength and endurance, and lifetime activity.
2. Good sportsmanship includes following rules of play and being responsible for yourself and the safety of others.
3. We can increase our health and wellness by participating in the physical activities we lead or participate in by ourselves and with others.
4. We can measure and monitor their muscle growth and endurance in a variety of ways.
5. Rules help keep games and activities safe and fair.
6. Responsible participants demonstrate positive and appropriate interpersonal skills while participating in physical activity.
7. Responsible participants understand the need to take care of all equipment and facilities.

OBJECTIVES:

MOVEMENT

The student will:

1. Compare intensity levels for a variety of physical activities (e.g. walking, jogging, running) (NYS # 1, 2).
2. Practice and demonstrate skills in a variety of rhythmic/fitness activities. (E.g. aerobics, line dancing, folk dancing.) (NYS # 1, 2).
3. Develop self-expression and communication skills through movement (NYS # 1, 2).
4. Practice and demonstrate a progression of acquired skills in a variety of individual, dual, and team activities; interpret rules, strategies, and terminology for varied physical activities (NYS # 1, 2).
5. Employ proper conditioning practices to enhance performance and fitness (NYS # 1, 2).
6. Experience and discuss bio-mechanical principles through movement activities (NYS # 1, 2).
7. Demonstrate acquisition and refinement of specific physical skills in a variety of sports and activities, fundamental strategy and decision-making principles, and basic knowledge of rules, conventions, and appropriate behavior for physical activity settings (NYS # 1, 2).

PHYSICAL ACTIVITY AND HEALTH:

The student will:

1. Assess personal levels of fitness related to the five components. (E.g. cardiovascular, muscular strength, etc.); develop a personal fitness program and monitor results at specific time intervals (NYS #1, 2, 3).
2. Assess the relationship of nutrition and physical activity to wellness. (E.g. caloric cost, nutrient density, energy balance, etc.) (NYS #1, 2, 3).
3. Demonstrate comprehension of content knowledge including the health-related components of fitness;, including: the FITT formula, principles of exercise, health risk factors, fitness data analysis, needs assessment, and personal fitness program planning (NYS #1, 2, 3).

SOCIAL DEVELOPMENT:

The student will:

1. Demonstrate appropriate behaviors when participating in various lifetime activities (NYS # 2, 3).
2. Recognize situations that may lead to violence and practice conflict mediation skills (NYS # 2, 3).
3. Analyze the relationship of physical activity to social development (NYS # 2, 3).
4. Discuss methods of advocating for personal, family and community health (NYS # 2, 3).
5. Evaluate the importance of peer perceptions, family and media influences on risk-taking behaviors (NYS # 2, 3).

ASSESSMENTS:

1. Teacher Observation
2. Written Test
3. Skills Assessments
4. Rubrics
5. Take-Home assignments
6. Worksheets
7. Group Project
8. Fitness Test
9. End of class questions

MATERIALS:

1. Hockey sticks
2. Hockey balls
3. Hockey goals
4. Basketballs
5. Softballs
6. Softball bats
7. Softball gloves
8. Football and football flags
9. Volleyballs
10. Soccer balls
11. Dance music
12. Pinnies and cones
13. Goalie equipment
14. Jump Ropes
15. Tinlinkling sticks and Lummi Sticks
16. Lacrosse sticks& goalie sticks & lacrosse goals
17. Lacrosse ball & safety glasses
18. Juggling materials (balls, ribbons, scarves)
19. Frisbee's

c. Senior High

Grade 9-12

OUTCOMES:

All students in the 9-12 grades will:

1. Demonstrate and apply appropriate safety techniques in all activities.
2. Have acquired the knowledge to participate in lifetime of fitness activities.
3. Demonstrate the knowledge on how to access physical activities outside of their high school day.
4. Acquired the knowledge of how physical activity creates a healthy lifestyle.

5. Demonstrate comprehension of the concepts of personal and social responsibility by identifying specific behaviors consistent with safety and character and citizenship.

ENDURING UNDERSTANDINGS:

1. Good sportsmanship for all students which includes fair play, being honest, following the rules and the safety of all people involved.
2. Helping increase one's health and wellness through physical activity.
3. Measuring ones muscle growth and endurance in multiple ways.
4. Active participants demonstrate appropriate interpersonal skills through physical activity.
5. The respect of all equipment is understood.
6. Promoting physical activity in all levels of high school that focus on health related issues and why physical activity is so important.

OBJECTIVES:

Application of skill

The student will:

1. Be proficient or competent in variety of rhythmic and dance activities (e.g. line dancing, salsa, swing, ball room) (NYS #1, 2).
2. Be proficient or competent in a variety of striking activities (e.g. golf and softball) (NYS #1, 2).
3. Be proficient or competent in a variety of net activities (e.g. volleyball, badminton, pickle ball) (NYS #1, 2).
4. Be proficient or competent in a variety of target activities (e.g. archery, bowling) (NYS #1, 2).
5. Be proficient or competent in a variety of team sports (e.g. basketball, soccer, football, lacrosse) (NYS #1, 2).
6. Be proficient or competent in fitness activities (e.g. cardio fitness, strength training) (NYS #1, 2).
7. Be able to develop fitness programs that will enhance performance (NYS #1, 2).

Application of strategy

The student will:

1. Consistently applies effective offensive strategic play (NYS #1, 2).
2. Consistently applies effective defensive strategic play (NYS #1, 2).

Application of rules

The student will:

1. Apply rules of game without hesitation and no observable errors (NYS # 2, 3).
2. Applies conventions of game play without hesitation and no observable errors (NYS # 2, 3).
3. Applies terminology of the specific activities without hesitation and no observable errors (NYS # 2, 3).
4. Students apply appropriate safe practices set forth by the teacher and the school district (NYS # 2, 3).
5. Students will show proper etiquette and conventions when certain activities call for them (NYS # 2, 3).
6. Students will be able to announce the score before the play begins again (NYS # 2, 3).

Personal and Social Responsibility

The student will:

1. Demonstrates fair play and appropriate competitive behavior (NYS # 2, 3).
2. Participates energetically and safely demonstrating self-control (NYS # 2, 3).
3. Respect for the positive and safe experience of others students (NYS # 2, 3).
4. Appropriately challenge themselves and others to high levels of performance (NYS # 2, 3).
5. Cooperating with others, making correct calls preventing conflicts with peers (NYS # 2, 3).
6. Encouraging and complementing others (NYS # 2, 3).

7. Students will participate energetically and safely while showing self-control and respect for others (NYS # 2, 3).
8. Students will show respect for the environment and school facilities and equipment (NYS # 2, 3).

ASSESSMENTS:

1. Teacher Observation
2. Written Test
3. Skills Assessments
4. Rubrics
5. Take-Home assignments
6. Worksheets
7. Group Project
8. Fitness Test
9. End of class questions

MATERIALS:

1. Badminton racquets/ birdies/nets
2. Pickle ball paddles/ balls /nets
3. Table tennis tables/ paddles/balls
4. Basketballs
5. Softballs/softball bats/gloves/
6. Football and football flags
7. Volleyballs /nets
8. Soccer balls
9. Dance music
10. Pinnies and cones
11. Jump Ropes
12. Golf Clubs & golf balls
13. Golf tee's & tee mats and putting greens
14. Archery targets/ arrows/ compound bows
15. Heart rate monitors and watches
16. Frisbee's
17. Lacrosse sticks/goalie sticks/lacrosse goals/balls
18. Safety glasses/goalie safety gear
19. XC –ski's / ski poles/ XC ski boots

- d. **Electives:** There are no Physical Education electives being taught at this time. As our Physical Education Curriculum expands we would love to offer electives to our high school students.
- e. **Title IX:** The South Seneca Central School District's physical education classes are co-educational per Title IX regulations.

D. Adaptive Physical Education:

Philosophy and Rationale:

The philosophy of the South Seneca School District is to provide all students, including those with disabilities or unique needs, with a quality physical education program. The district must ensure that students with disabilities or unique needs have access to a program that includes the learning goals stated in the Grade Level Standards for Physical Education based on the New York State Department of Education Framework and Learning Goals. If special services may be required to assist students with disabilities or unique needs to master the Grade Level Standards or to meet individualized physical education goals, these services should be provided under the guidance of an adapted physical education teacher. Instructional methods, settings, materials and time should be modified to create as optimal a learning environment as is provided for students without disabilities or unique needs. Students with disabilities or unique needs will be provided with fitness assessment and the opportunity to benefit from a community-based, health-related physical education program.

- **Screening:** The Competency Testing Adaptive Physical Education Tool (CTAPE) is used by physical education teachers to screen students who have been identified by district staff as potentially needing adaptive physical education. If the student is classified as a student needing special education services the APE request would go to the Committee on Special Education. If the student is not classified as a special

education student the request will go to the building's Instructional Support Team.

- **Goal:**

Through a comprehensive and collaborative system of adapted physical education, all students with disabilities or unique needs will be provided quality physical education instruction in accordance with National Standards for Physical Education developed by the National Association for Sport and Physical Education (NASPE) to develop motor skills and fitness at their appropriate level within the areas of psychomotor, cognitive and affective development.

- **Objectives:**

1. To value and address diversity in psychomotor skills for students with disabilities or unique needs in physical education
2. To accept students with disabilities or unique needs as individuals with unique psychomotor needs
3. To develop maximum psychomotor potential for students with disabilities or unique needs
4. To expand positive learning opportunities and results in physical education for students with disabilities or unique needs
5. To provide ongoing skill development and support to students with disabilities or unique needs in physical education
6. To explore and provide adaptations that will allow students with disabilities or unique needs to be full participants in physical education

E. Attendance Policy:

6th and 12th Grade Attendance, Dressing and participation:

- Student is allowed two absences per semester without penalty after the second absence has occurred it is the student's responsibility to make those classes up.
- Students must make up skill assessment and cognitive assessment if missed due to legal absence.

- It is the student's responsibility to make up time missed due to legal or excused absences.
- Students are notified when skill assessments are being held after school, but it is their responsibility to show up dressed and ready for class.
- Students are allowed to make up class work after school and out of study halls as long as the grade level permits such entry (i.e. No seniors with 8th grade students).
- Students who make up classes can do it with another Physical education teacher.
- After the second absence has occurred students will receive 0's for every absence after that.
- If student skips or refuses to take part in class will receive a 0 and will not be allowed to make that class up.
- South Seneca School district does not waive the Physical Education for any student or provide alternative options such as community programs.

Elementary School Attendance Policy:

According to the Elementary School Handbook, a child can only be excused from P.E. for one day without a dr.'s note. If a child has an injury or illness that requires further restriction, parents are to provide dr.'s orders so modifications can be made. In the event, no orders are received, the school nurse will send a physician's recommendation form to the medical professional on file to receive guidance for PE staff to adapt learning experiences.

Non –Participants:

- Non participants who refuse to take part in physical education class due to no sneakers and refuse to borrow any. These students will receive a 0 for their grade that day.
- Students are expected to sit and watch class no socializing, no homework or no music will be allowed while class is going on.
- Students will be asked to fill out an observation sheet of the activities that were covered in class for that day.

- As a staff we realize that Physical Education is not every person's cup of tea. We will make every attempt to make Physical Education a non-threatening atmosphere in which students can find some level of success.
- Student that refuses to participate in class will receive a 0 and are not allowed to make those classes up.
- Students that refuse to participate in Physical Education are not allowed to participate in their athletic sport for that day. Physical Education teacher will notify the coach about their athlete.

Parent/Nurses/ Doctors Notes:

- Students are required to make up missed or excused physical education classes or they will become 0's.
- A student may bring in a parent note from home to excuse them from one Physical Education class which in turn is only good for that class period.
- The student will bring in any medical note from parent/doctor to nurse first thing in the morning which is then placed on file.
- Once the nurse has received a medical excuse from a student she will put a copy of their excuse in the corresponding teacher's mail box.
- If a student has a medical note that is keeping them from participation they will be assigned an alternative assignment.
- The Physical Education staff strongly encourages students to have doctors write medical notes that include activities they can do. i.e. Sprained wrist may be able to ride a bike or do lower body exercises in the weight room.
- All doctor's notes have to be reevaluated every 5 weeks if there is a prolonged absence from class. Teachers need a time frame when the students will return to activity.
- The nurse will send a the Physician's Recommendation Form (see below) to doctor's office asking what the student is able to do. The form asks doctors' offices to return within 48 hours. The nurse will then forward the information to the Physical Education teacher.

Secondary class make-ups for Parent/Nurse/Medical excuses:

- Classes can be made up out of Study halls and after school with teacher permission first.
- Students can make up work by doing a written assignment if no physical activity is allowed. Written assignment is on unit being covered in class at that time.
- See Physician's Recommendation Form on next page.

**SOUTH SENECA CENTRAL SCHOOL DISTRICT
PHYSICAL EDUCATION MEDICAL RECOMMENDATION FORM**

TO DR. _____ DATE: _____

All students registered in the schools of New York State are required by New York State Education Law and Commissioner's Regulations to attend courses of instruction in Physical Education. These courses must be adapted to meet individual student needs if the student has medical limitations. This means that a student who is unable to participate fully in their physical education program must have activities modified to meet his/her individual needs.

Your patient, _____, is registered in this school district and has indicated an inability to participate fully in the physical education program. To assist us in designing a program adapted to meet his/her individual needs, would you kindly complete this form and return it to his/her school within 48 hours of receipt. Thank you for your cooperation!

Indicate with an **M** where a modification is recommended. Indicate with an **N** where no participation is recommended:

- | | | |
|-----------------------------------|-------------------------------------|--|
| <input type="checkbox"/> Throwing | <input type="checkbox"/> Bending | <input type="checkbox"/> Pushing |
| <input type="checkbox"/> Catching | <input type="checkbox"/> Twisting | <input type="checkbox"/> Pulling |
| <input type="checkbox"/> Kicking | <input type="checkbox"/> Hitting | <input type="checkbox"/> Body contact |
| <input type="checkbox"/> Running | <input type="checkbox"/> Walking | <input type="checkbox"/> Water activities |
| <input type="checkbox"/> Lifting | <input type="checkbox"/> Jumping | <input type="checkbox"/> Out of doors activities |
| <input type="checkbox"/> Tumbling | <input type="checkbox"/> Stretching | <input type="checkbox"/> Other (Specify) |

Modifications recommended:

This is to certify that I have examined the above patient and recommend that his/her physical education program be modified according to the above until _____.
(Date)

Are there any exercises or activities you feel would be beneficial to the student in the recovery process?

Yes _____ No _____ If so, what? _____

Please provide any additional information on back of this form.

(Physician's Signature)

(Date)

NOTE: This report will be attached to the student's health record with duplicates sent to the parent/guardian, physical education teachers, and director of physical education and Committee on Special Education when appropriate.

F. Grading Policy:

6th -12th Grade Physical Education Grading System

1. Students must pass Physical education each year in order to graduate.
2. Grades will be calculated as follows:
 - A. Participation = 50%
 1. Daily participation grade will be based on the following expectations:
 - Students will participate safely and energetically
 - Complete the warm ups
 - Be on time and ready for class
 - Show respect for others and self-control
 - B. Skill Assessment = 40%
 1. Assessments are based on the P.E Profile at the commencement level (9-12)
 - Application of skill
 - Application of Strategy
 - Application of personal and social responsibility
 - Application of Rules/knowledge
 2. Assessments for 6-8 are set up by unit and have rubrics that support the skills covered in each unit and each grade level.
 - C. Cognitive Assessment = 10%
 1. Concepts covered on the quizzes.
 - Activity rules
 - Offensive and defensive strategies
 - Player roles and responsibilities
 - Playing dimensions
 - Equipment needed
 - Skills needed to be successful
 - Safety rules and procedures
 - D. Alternative assignments including homework, reading assignments and research papers may be used for grading.

Elementary Physical Education Grading System Rubric

TOTAL POSSIBLE POINTS FOR EACH CATEGORY PER CLASS:

- ❑ Skill = 3 points
- ❑ Participation = 3 points
- ❑ Sportsmanship/Fair Play/Safety = 3 points
- ❑ Preparation = 1 point
- ❑ Total Possible Points per Class = 10

<i>Area</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>0</i>
Skill	Skill is automatic and looks effortless.	Has the skill but is inconsistent. Needs corrections at times.	Does not have the skill but is trying. Needs constant one to one guidance.	Does not attempt skill.
Participation	Maximum effort and participation throughout entire class.	Inconsistent effort and participation throughout class. Receives one reminder.	Minimal participation and effort throughout class. Receives multiple reminders.	No participation or effort shown.
Sportsmanship/Fair Play/Safety	Shows self-control following the guidelines of fair play, safety, and respect for others at all times.	Inconsistent in maintaining self-control and following the guidelines of fair play, safety, and respect for others.	Needs reminders in maintaining self-control and following the guidelines of fair play, safety, and respect for others.	Removed from class due to lack of self-control and/or fair play.
Preparation	X	X	Is properly prepared for class.	Is not properly prepared for class.

G. Personnel:

- a. Elementary Program: Currently uses 1.5 certified Physical Education teachers to give instruction to the K-5 students at Interlaken Elementary.

In addition, we offer integrated programs such as the daily morning exercise routines that incorporate physical activity and/or sequential learning related to physical education in the traditional classroom setting. Students receive the 30 minutes of integrated physical education each week by participating in a morning exercise program that is broadcast daily on the morning announcements. This program was developed by the district's physical education teachers and is overseen and supervised by the director of physical education who reviews the written plans on a regular basis.

- b. Secondary Program: Currently uses 2.0 certified Physical Education teachers to give instruction to the 6-12 students at South Seneca. South Seneca's Director of Physical Education is Mr. Phil Marella. He is certified in Physical Education and School District Administration.

H. Facilities:

- a. **Middle/High School Physical Education:** At South Seneca we use a variety of different on campus facilities to deliver our Physical Education curriculum. Facilities used in Physical Education classes are as follows: The high school has one state of the art gym, which houses two full sizes basketball courts. There are also three full size volleyball courts and two climbing walls at the south end of the gym. Seating capacity is 500 people. South Seneca also has a newly renovated fitness room with over 2,000 square feet that is also used as a teaching station, along with a wrestling room that is 1,000 square feet that we also use to deliver Physical Education instruction.

For outdoor use the high school has two tennis courts, three soccer fields, two softball fields, two football fields and a game field, one baseball field and an outside basketball court. All South Seneca facilities are maintained by district employees.

Elementary School Physical Education: Elementary P.E has two gyms that they use throughout the day to give instruction to student's K-5th grades. There outdoor facilities consist of two playgrounds, outdoor basketball court, baseball field, softball field; two little league fields, soccer fields.

b. Intramural Program use:

The South Seneca fitness is room is open daily for all students in grades 6-12to access for two hours after school to help improve muscle strength and cardiovascular fitness levels.

The gym is open for students to participate in tournaments such as table tennis, pickle ball, badminton etc.

c. Interscholastic use:

The gym is being used after school hours for practice of athletic teams such as volleyball, basketball, and wrestling.

Outdoor use teams use all the practice fields available to them.

The fitness room is also used to help train our athletes during their season.

d. Community use of facilities:

South Seneca Physical Education has accessed Sunrise Bowling Lanes to assist instruction in bowling unit.

South Seneca Physical Education has accessed the Bona Vista Golf Course to help deliver golf instruction to its high school juniors and seniors.

District facilities are open to the community with prior building use approval.

I. Administration Procedures/Policies:

- a. Physicals** – Students are required to have physicals on record with the nurse whether or not students are involved with a sport. Students also have a health history form that stays with the nurse as well. A Doctors note is required for a student to return to play following and medically excused absence.

b. Fitness Testing – At the high school students go through the Presidential Physical Fitness testing twice a year once in the fall and once in the spring. Student’s Physical fitness scores are not incorporated in the student’s grade, but scores are recorded and available to parents, school and state. A copy of student’s fitness scores are sent home with student’s report card. Fitness scores are compared every year and suggestions are made to the students.

c. Class Size and Grouping – Elementary school: K-3 participates in Physical Education as a co-ed classroom with no more than 25 students per class. All fourth grade students participate in Physical Education as one class with no more than 75 students at time using both gyms. All fifth grade students participate in Physical Education as one class with no more than 50 students at the time using one gym.

The Junior Senior high school classes are grouped by grades 6, 7, 8, 9 &10 and 11& 12 with class size ranging from 20 to 30 students. All Classes are co-ed classes from 6th grade up to 12th grade.

These ratios reflect current practices and may change in the future based on district need.

d. Use of Non-school Facilities:

South Seneca has been able to access the Sunset Bowling Lanes for their bowling unit along with our bowling team uses their facility when in season.

South Seneca also accesses Bona Vista Golf Course for their golf unit in the spring of the year along with the golf team uses that facility in the fall of the year for the season. Bona Vista is our home golf course.

e. Supplementary Personal:

Teacher’s aides come in and work with students that need one-on-one support as required by the student’s Individualized Education Plan (IEP). If the IEP requires one-on-one instructional support, the aide must remain with the student during all instruction including physical education. All supplementary personnel support instruction of the certified physical education teachers. They do not provide instruction.

f. Summer School Program: South Seneca Central Schools do not offer physical education during the summer.

g. Safety Practices/Policies: All South Seneca Central School students are required to apply safety practices associated with physical activity and physical education including but not limited to:

- Wearing proper shoes and clothing to promote safe play and prevent injury
- Removing all jewelry that may cause injury during physical activity (or covering with tape if cannot be removed)
- Using equipment and space safely and properly in school
- Treating others with care and respect

All equipment, facilities and fields are maintained and inspected by South Seneca School Employees on a regular basis to ensure safety.

The Physical Education department follows the rules and regulations of the South Seneca School District and New York State in regards to weather related safety.

h. Alternative Physical Education: South Seneca Central Schools does not allow students Physical Education waivers or accept alternative Physical Education for Physical Education credit.

J. Athletics: For all references to the New York State Public High School Athletic Association (NYSPHSAA) policies and procedures please refer to the following website:

http://www.nysphsaa.org/handbook/pdf/Handbook_1012.pdf

a. Intramurals: The South Seneca School District offers Intramural opportunities through after school tournament. Additionally, our fitness room is open daily for all students in grades 6-12 to access for two hours after school to help improve muscle strength and cardiovascular fitness levels. The district is applying for additional grants to increase these opportunities.

b. Extramural/Club Sports: Currently the South Seneca School District does not participate in extramural/club sports.

c. Interscholastic Athletics: Participation in interscholastic athletics is subject to approval by the South Seneca Board of Education (herein after referred to as the Board) and is in accordance with regulations and recommendations of the New York State Commissioner of Education (herein after referred to as the Commissioner) and the New York State Public High School Athletic Association (NYSPHSAA, see above).

All interscholastic athletic programs will be conducted in accordance with the following requirements:

- Student participation will be voluntary.
- Participation is limited to students in grades 7-12.
- Those teachers having direct responsibility for the conduct of the athletic program of the school will conform in all ways to the general education program as established by the Board, including schedules, financial expenditures, relationships with other schools, state requirements and health and safety regulations.
- The district is a member of the NYSPHSAA and will adhere firmly to the rules and regulations of the body and to the philosophy of sports that it encourages. The eligibility of students to participate in the athletic programs is determined by the association program and the regulations of the Commissioner.
- No student may start practice for any interscholastic athletic team until he/she has passed a physical examination or completed a screening form and written consent has been obtained from the parent. Coach must be issued a ‘Pink Slip’ from the nurse for that player to participate.
- SSCS participation in interscholastic athletics will be subject to annual approval by the Board.

These contestant rules, from the NYSPHSAA handbook, apply to interschool competition only. Authority for enforcement of these rules is placed with the Director of Athletics and the principal of the building the student attends.

- i. Philosophy of Program** -The South Seneca Central Schools Athletic Program is an integral part of the education process at South Seneca Central Schools. The program is designed to promote and encourage students and the school community to play an active role in the sports program, either as participants or spectators. The Athletic Program is designed to give all students, males and females alike, access to a wide variety of opportunities to participate in organized sports competitions. The goal of the athletic program is to develop a competitive program, which teaches students, athletes, and the school community values such as sportsmanship, health education, and scholastic attainment. The program is designed to occupy a position in the South Seneca Central Schools' curriculum comparable to that of other subjects and to aid in promoting student morals and well-being. The number one priority of the South Seneca Central Schools is to educate the whole child - first, by stimulating the intellect academically and, second, by providing opportunities for students to participate in activities designed to develop the social, physical, and ethical values necessary to become a productive member of society. Extracurricular programs, such as participation on an athletic team, help to provide such experiences and are considered an integral part of our school's curriculum. The athletic program at South Seneca Central Schools is viewed as an extension of the classroom.

- ii. Selective Classification:** The South Seneca School District follows the New York State Selection/Classification Program for Interschool Athletic Program. Selection/Classification is intended for use by female and male student athletes in grades 7-12, and directly relates to specific interschool sport categories and levels of competition. Students, teachers, coaches, or parents/guardians may request the director of physical education/athletics to process a student through the Selection/Classification screening procedure. Students will not be exposed to the screening procedure without a specific request. If a student in grade 7 or 8 has reached the chronological age of 15 years old prior to September 1, they are eligible to participate on high school athletic teams without being processed through the Selection/Classification screening procedure. Only medical approval by the school district physician is required. The reason that these students are eligible for the high school teams is that they are already at an advanced age and will lose some of their four years of high school eligibility due to being

over age if not allowed eligibility. If a student has been processed through the Selection/Classification screening procedure and participated in the 7th grade, the process would not have to be repeated in the 8th grade as long as they remain at the same level of athletic competition in the same sport category. If the student changes levels or sports, the Selection/Classification screening procedure must be repeated to meet the specific athletic performance and developmental standards. If a student fails to meet one or more of the athletic performance standards related to the Selection/Classification screening process, he/she may be retested as many times as is appropriate for a specific item or items. If there is a sound basis for a special approval, it can be requested from the State Education Department.

In conclusion, the director of physical education/athletics ensures compliance with the Selection/Classification regulations. Working in this capacity, the director of physical education/athletics is required to implement the following required procedural phases:

Phase 1: Confirm that the school district has approved a resolution to allow students to participate in the Selection/Classification model program. If no such resolution exists, proper steps should be taken to ensure that this first requirement is accomplished. These steps are outlined in our athletic handbook.

Phase 2: Convene a committee, similar to the mixed competition panel, to perform a pre-evaluation assessment of the student to determine if the student has the potential to successfully participate at a higher level of athletic competition.

Phase 3: Process a student through the Selection/Classification procedures when requested by the student, recommended by a coach or physical education teacher, or suggested by the director of physical education/athletics. All students who are to be screened for the program must first obtain parental permission and then start with the school physician. Athletic performance testing may be done only after the school physician gives Selection/Classification approval.

Phase 4: Send letters and forms to the individuals involved in the Selection/Classification process as follows:

- a. **Parents/Family of the Student** – The screening procedure will not begin until the Director of physical education/athletics has received parental permission.
- b. **Health and Developmental Rating by the School Physician** – Care is taken to familiarize the school physician with the Selection/Classification model program and its purpose. It is emphasized that the screening process to determine the developmental rating of each candidate be as inconspicuous and discreet as possible.
- c. **Sport Skill Evaluation by the Coach** – The coach must understand the intent and purpose of the program and he/she must place the student's welfare above all else.
- d. **Performance Testing** – The performance test is administered by a physical educator who is not the coach of the team for which the student is being evaluated.
- e. **Special Approval Request** – If a student is unable to achieve all of the athletic performance testing requirements, the Director of physical education/athletics may request special approval from the State Education Department. In return, a review process to determine approval or non-approval will be conducted.

Phase 5: When final approval related to all procedural requirements of Selection/Classification has been granted to the student, he/she may now participate in the tryout period associated with the higher level of specific athletic competition. Additionally, all New York State Public High School Athletic Association (NYSPHSAA)(missing a word) must be followed.

Phase 6: Notices are mailed to all schools' Directors of physical education/athletics and section officials announcing the student is approved to participate in Selection/Classification and listing their athletic performance scores. Mail a letter to the parents of the child explaining the outcome of the screening procedure and outlining the eligibility limitations for their child.

Phase 7: The Director of physical education/athletics maintains a permanent Selection/Classification record for each student who qualifies. This record remains on file in the director's office. The following information must be included:

- Individual Athletic Profile
- Parental Permission
- Developmental Screening
- Athletic Performance Testing
- Coach's Sport Skill Evaluation
- Notification of Qualifications
- Letter to Parent/Family

iii. Mixed Competition: The South Seneca School District follows the New York State Public High School Athletic Association (NYSPHSAA) guidelines for mixed competition.

d. Athletics Policies

i. Hiring Policy. The South Seneca School District hires coaches per athletic sport per NYSPHSAA policy.

ii. Athletics Participation for Physical Education Policy: Because of the importance of physical education, all athletes will be required to participate in the full physical education program throughout the year. If an athlete is unable to participate in physical education class on any day they may not participate in a practice or contest on that day.

iii. Coaching Credentials: Coaches are required to have a New York State Coaching License, be fingerprinted and have current certifications in Standard First Aid, CPR & AED. Additionally all coaches must have completed Schools Against Violence in Education (SAVE) and Child Abuse Prevention/Mandated Reporting workshops. All licenses must be on file in the district office and with BOCES. Certified Physical Education teachers meet requirements for the coursework needed for the Coaching License. Teachers certified in other content areas must complete or be enrolled in coaching coursework prior to the beginning of the sports season. All other applicants must provide documentation of licensing requirements.

- iv. **Coaching Courses Verification:** The Athletic Director is responsible for maintaining documentation of completed course work. All documentation will also be forwarded to the Regional Certification Office.
- v. **Coaching Evaluations:** It is the responsibility of the Board to employ only coaches who meet the requirements as outlined in the Regulations of the Commissioner. The chief school officer has the responsibility to see to it that all coaches once employed by the Board complete the necessary courses and to determine that the coaches are keeping their first aid skill and knowledge current. We keep permanent records on persons who have been and are currently coaching in the district. The Director of Athletics maintains these records.
- vi. **Code of Conduct:** Participation in the Athletic Program is a privilege that carries with it responsibilities to the school, to the team, to the student body, and to the community. When an athlete accepts this privilege, he or she must also live up to a Code of Conduct and assume responsibility as an ambassador for the South Seneca Central Schools. This responsibility applies whether the student athlete is on campus, off campus, or at a competitor's school and also applies during both the sporting season and the off-season. While all students at South Seneca Central Schools are expected to conform to the school's Code of Conduct, student athletes, because of their visibility, have an additional responsibility to maintain good sportsmanship and a positive attitude in all sporting competitions.

Training Rule Expectations: It is a proven scientific fact that keeping students from engaging in the use of alcohol, illegal drugs and tobacco will improve their performance and success in their athletic endeavors. For this reason, there are significant consequences in this policy for students who engage in the use of these substances.

The reasons for these sanctions are:

- To provide students with a good reason not to participate in illegal activities where alcohol, and other drugs are present;

- To send a positive message of support to those students who do not engage or support by their presence off campus use of alcohol or other drugs;
- To send a message to students and parents that the presence of students at off-campus parties involving the illegal consumption of alcohol and other drugs, when discovered, will result in consequences;
- To send a message that the district takes seriously its commitment to the belief that students should not engage or support through their presence the illegal consumption of alcohol or other drugs.

The basis for the athlete's Code of Conduct is that of good citizenship and sportsmanship. In addition, student athletes are expected to follow local, state and federal laws. Student athletes are also expected to follow the rules and policies of the school district and the athletic department. Student athletes are expected to refrain from bad behavior, both on and off school property, and are expected to comport themselves as role models.

Some examples of conduct that are unacceptable for student athletes both on and off campus include but are not limited to:

Section A-Inappropriate Conduct:

Truancy/Illegal absences from school or classes
 Insubordination
 Assault
 Fighting
 Disrespectful behavior or disorderly conduct
 Vandalism
 Violation of the rights of others
 Cheating
 Harassment and Hazing

“Hazing” refers to any activity expected or required of someone joining a group, or to maintain or achieve full status in a group, that humiliates, degrades or risks emotional or physical harm, regardless of the person’s willingness to participate in such activities.

Section B-Alcohol, Tobacco, Drugs & Illegal Substances:

Possession or use of tobacco products

Using/possessing an alcoholic beverage

Implying use of an alcoholic beverage, drugs or illegal substances

Using/possessing an illegal drug or drug paraphernalia

Drugs not prescribed by a physician

Possession by association

Student-athletes who at an event where it is a violation of state law or local ordinance regarding possession, purchase, sale or consumption of alcohol, drugs or illegal substances occurs, whether or not they consume, are deemed to be possession by association of those substances and will be subject to discipline.

Consequences for Violating Section A of the Code of Conduct:

I. In-Season Violations: A student-athlete who violates the Code of Conduct is subject to appropriate discipline. Disciplinary actions that may be taken against a student athlete include:

- a single game suspension;
- a multi-game suspension;
- a one-year suspension from participating in athletic department activities, or permanent removal from interscholastic athletics.

The Athletic Director and/or the Athletic Review Board will determine the severity of a student athlete's violation of the Code of Conduct and will determine the appropriate level of discipline. Subsequent violations will result in increased penalties for the student athlete.

II. Out of Season Violations: For violations that occur outside of the student athlete's sporting season, the student athlete may be subject to a penalty involving community service or other consequences as determined by the Athletic Director and/or Athletic Review Board*.

* **Athletic Review Board:** The Athletic Review Board will be comprised of the following individuals (based on availability): Athletic Director, Principal or designee, substance abuse prevention coordinator or school counselor, a coach not directly involved in the sport in question or a teacher, two parents and/or community members, and the school resource officer or designee.

Consequences for violating Section B of the Code of Conduct:

I. In-Season Violations:

1st Violation: Suspension from participation in 30% of the regularly scheduled contests of the team he/she is playing on and required participation in the Mandatory Diversion Program.

Mandatory Diversion Program: Any student athlete who violates Section B of the Athletic Code of Conduct shall be required to participate in a Substance Abuse Diversion Program developed and approved by South Seneca Central Schools. A failure to participate in this program shall result in continued athletic suspension until this requirement is met.

2nd Violation: If there is a second violation at any time within the student's remaining career as an athlete at South Seneca Central School, the athlete will not be allowed to participate for the remainder of that sports season. If an athlete's second violation occurs out of season, the Athletic Review Board will determine the consequences.

3rd Violation: A third offense at any time within the student-athlete's career will end an athlete's eligibility to participate in any sport at South Seneca Central School.

II. Out of Season Violations:

Students who violate the training rules when they are out of season (or when school is not in session) shall be required to participate in the Mandatory Diversion Program and be required to meet with the Athletic Director, Coach(s), and Parents/Family.

1st Violation: Parent/Family is informed; student is required to meet with the coach, Athletic Director and a substance abuse counselor; a letter of reprimand is placed in the student's athletic record. Student-athlete is required to attend the Mandatory Diversion Program.

Any subsequent offense: Parent/Family is informed; meeting is held with the parent, coach, Athletic Director, athlete, and substance abuse counselor. The consequences and appropriates of the student's continued participation in athletics will be determined by the Athletic Review Board.

Mandatory Diversion Program: Any student athlete who violates Section B of the Athletic Code of Conduct shall be required to participate in a Substance Abuse Diversion Program developed and approved by South Seneca Central Schools. A failure to participate in this program shall result in continued athletic suspension until this requirement is met.

Implementation of Suspension: Suspensions shall begin immediately after the athlete is determined to be in violation of the Athletic Code of Conduct and regulations regarding athletic participation. All violations of the regulations and Athletic Code of Conduct shall be maintained in the student athlete's athletic record and the student athlete's history of violations shall be considered when determining appropriate sanctions. *During a period of suspension, a student athlete shall attend all practices and shall be allowed to participate in practice. On game days, the suspended student athlete will be expected to attend the athletic contest and sit on the bench, but not be in uniform and not participation in team functions.*

Loss of Post Season Honors

Athletes who violate the Athletic Code of Conduct or the regulations relating to participation in the athletic program will be ineligible for post-season awards from South Seneca Central School. This may be appealed to the Board of Education.

Appeal Process

Step 1: The parent must contact the Athletic Director to initiate the appeal.

Step 2: The Athletic Director convenes the Athletic Review Board to meet with the student and parent to discuss and present issues. If not resolved at this step, the appeal moves to Step 3.

Step 3: The Superintendent of Schools hears the appeal. If not resolved, the appeal moves to Step 4.

Step 4: The Board of Education hears the appeal.

During the appeal process, the student athlete's suspension will remain in effect. If the Athletic Review Board made the initial determination regarding the student's penalty, the first step of the appeal process will be to the Superintendent.

Communication Process

If a student athlete or his/her parents have a problem during the sport season, the following steps should be taken to resolve these concerns.

Step 1: The student athlete should discuss the problem with the coach.

Step 2: The student athlete's parent should discuss the problem with the coach.

Step 3: If the parent or coach is unable to resolve the problem, the problem should be brought to the attention of the Athletic Director.

Step 4: If the Athletic Director cannot resolve the problem, it should be brought to the attention of the Building Principal.

Step 5: If the Building Principal cannot resolve the problem, then the problem should be brought to the attention of the Superintendent.

Step 6: If the Superintendent is unable to resolve the problem, then, lastly, the problem should be brought to the attention of the Board of Education.

- vii. Athletes:** A student voluntarily chooses to participate in athletics and is making a choice of self-discipline as well as self-denial. The student who participates in athletics should recognize that they have an obligation to themselves, their teammates, and the school community. South Seneca student athletes are required to discipline their mind and body for rigorous competition, and to strive for excellence.

Requirements for Participation

1. Physical Examinations: All students who wish to participate in the Athletic Program must have a current physical. Student-athletes may not practice without a current physical. Physicals are good for one calendar year and physical dates are recertified through the school nurse's office for each season.

2. Acceptable attendance and behavior: Students who wish to participate in the Athletic Program must be in good standing and have acceptable attendance and behavior.

A. A player cannot attend practice or a game if he/she has an unexcused absence from school on that day. This will result in an unexcused absence from practice.

B. A player cannot attend practice or a game if he/she was absent due to illness for any part of the school day unless released in writing by the school nurse and/or a physician.

C. Two (2) unexcused tardies to school will be equivalent to an unexcused absence. A tardy is defined as being more than 15 minutes late to school.

D. Unexcused absences from practice will result in:

- 1st Occurrence: A record of the occurrence
- 2nd Occurrence: Suspension from the next interschool contest.
- 3rd Occurrence: Suspension from the next two interschool contests.
- 4th Occurrence: Removal from the team for the remainder of the season.

E. Family vacations are considered unexcused absences. To ensure eligibility, athletes must present a written note to the attendance office prior to departure. If the athlete missed more than four (4) consecutive calendar days, upon return, the athlete will be allowed to participate in a contest only after participating in a minimum of one (1) scheduled normal length team practice prior to the next scheduled contest. Athletes who miss practices and /or games due to vacations may be subject to loss of team positioning and /or playing time.

F. Players reporting late to practice or a game without acceptable excuses are to receive coaches' discipline. Repeat offenses should receive stronger punitive action with consultation from the Athletic Director. The coach may remove a perpetual offender from the team with agreement of the Athletic Director.

G. Illegal absences from a scheduled class, study hall or other assignment will result in the following consequences:

- 1st Occurrence: A record of the occurrence
- 2nd Occurrence: Suspension from the next interschool contest.

Any additional occurrence results in additional contests (each missed occurrence equals one missed contest).

H. The assignment of in-school suspension (ISS) or out of school suspension (OSS) is absolutely unacceptable and the following consequences will occur:

- a. In-School Suspension** (placement by administrative staff)

- 1st Occurrence: suspension from the next scheduled practice (may not be in attendance)
- 2nd Occurrence: suspension from the next scheduled contest
- 3rd Occurrence: suspension from the next two scheduled contests
- 4th Occurrence: removal of the athlete from the team for the remainder of the season

Athletes who are suspended for any contest due to ISS may attend the contest(s) but may not suit up for the contest or participate in any team activities on that date(s).

b. Out of school Suspension (under no circumstances will an athlete be able to participate in or attend a practice or a contest while serving an OSS. In addition, the following consequences will occur:

- The athlete will be penalized by a minimum of one (1) game suspension if no contests were held during the OSS.
- A repeated offense in a school year may result in the removal of the athlete from athletic participation based on a decision made by the Athletic Director and/or the Athletic Review Board.

I. Any student athlete seen by a physician for an injury must have a release by the school physician or school nurse prior to returning to practice or competition.

J. No practice may take place without the presence of the coach or a certified adult designee.

K. No student will quit a team without first talking with the coach and explaining the reason for leaving the team. Any athlete who quits or is dismissed from the team forfeits all athletic awards for that season and is unable to practice for any other sport until that season is complete.

L. Candidates for teams must try out for the squad during the designated tryout period. This means through the completion of 10 practices from the first day of tryouts. However, fall sports have until the 3rd day of school to try out. This does not apply to transfers students who may try out at any time in compliance with the New York State PHSAA handbook. Candidates

who are ill or injured at the beginning of a season should notify the coach that they wish to try out when healthy.

3. Satisfactory Academic Achievement: In order to be eligible to participate in the Athletic Program, a student must have achieved, and maintain, satisfactory academic achievement. Please refer to the academic eligibility policy.

4. Physical Education Requirement For Athletes: Because of the importance of physical education, all athletes will be required to participate in the full physical education program throughout the year. If an athlete is unable to participate in physical education class on any day they may not participate in a practice or contest on that day.

PARENTS/FAMILIES OF STUDENT ATHLETES

An athletic guide is presented to parents/families of students who indicate a desire to participate in our athletic program. Family interest in and support of our athletic program is most welcome and appreciated. We are dedicated to providing a well-managed, organized athletic program that offers opportunities for self-expression, mental alertness and sound physical training. A parent or guardian is required to attend the pre-season meeting before their child will be allowed to participate. The meeting will focus on athletic policies and procedures. There is also a video pertaining to drug and alcohol issues. If parent or family cannot attend the meeting we will video tape the meeting and an alternative time must be scheduled with the Athletic Director to view the videos before a student athlete can participate.

Modified

The modified program of competitive sports focuses on teaching the fundamentals of the game, skill development, responsibility and sportsmanship, and building an interest in maintaining a sound mind and body. Maximum participation for all is a goal. Winning is not the primary goal, but the desire and will to win is important. Being able to accept winning with pride and losing as a challenge to improve on skills is a more important goal. Modified is a preparatory stage for higher-level competition.

Junior Varsity

At the junior varsity level, emphasis continues to be placed upon skill development and the refinement of those skills. Player development, mastering individual and team fundamentals, and execution of the system taught by the coach are of primary importance. More emphasis is placed on winning at this level.

The junior varsity program prepares athletes for the varsity level of competition. At the junior varsity level, competition is increased. Participation becomes more competitive. While adequate playing time for team members is strongly encouraged, the amount of playing time is influenced primarily by skill level and dedication. Other factors such as sportsmanship, effort during practice sessions, and motivation to succeed are also important considerations.

Varsity

The varsity level of athletic competition is the culmination of the high school athletic program. Playing time becomes very competitive. A more aggressive work ethic and more advanced skill levels are expected. Playing time is earned at this level. It is vital for each team member to understand his/her role and importance to the team.

Team and individual goals are set. Discipline, responsibility, sportsmanship, working as a unit and reaching maximum performance are stressed more for varsity teams. Additionally, goals are to win league titles and qualify for sectional and state competition. At this level, winning is great, losing is motivational; but competing, improving and learning are still the goals of our athletic program.

AWARDS

Letters, pins and certificates are awarded to students who participate on a junior varsity or varsity team. Students participating on a modified team will receive a certificate. A student must complete the entire season including sectional play to be considered for an award.

RESPONSIBILITY FOR EQUIPMENT

Athletes shall assume the responsibility for the proper care and return of all equipment and supplies issued. The athlete will be expected to pay for any damaged, lost or stolen items.

CONDUCT AND BEHAVIOR

Athletes represent themselves, their parent, the school and the community. Proper conduct is expected at all times, on or off the playing field.

- As a member of a team, an athlete should be proud of his/her appearance. Athletes are expected to dress neatly and keep well-groomed. A coach may determine a dress code on the day of a contest.
- An athlete must be willing to dedicate herself/himself to being a scholar athlete.

- The athlete should be aware that nothing worthwhile is accomplished without hard work and a sincere desire to succeed.
- The athlete must also understand this means making a commitment to attending all regular school classes, practices, contests and team meetings. The athlete must be willing to sacrifice his/her own desires for the good of the team.
- Anyone associated with athletics shall use language which is socially acceptable. Profanity, vulgar talk, ethnic or religious slurs will not be tolerated on or off the playing field at any time.
- Athletes are to show proper respect and courtesy to all coaches, teachers, administrators, officials, spectators, facilities, equipment and opponents at all times. You may be suspended from the team for the remainder of the sports season for conduct unbecoming an athlete. The coach will make this decision after consulting with the athletic director and the principal.
- You may be suspended from the team for the remainder of the sports season if you have two unexcused absences from practice, a scrimmage or a game. An unexcused absence is one in which you fail to tell the coach ahead of time that you will not be at practice, a scrimmage or a game; or provided an excuse that is deemed unreasonable by the coach. The coach will make the decision, after consulting with the athletic director and the principal.

TRANSPORTATION

An athlete may go home with a parent/guardian only, from an away contest (by state law, athletes are not permitted to ride with anyone other than a parent or guardian). Parents must present such a request in writing to the athletic director or principal prior to leaving for the contest.

TERMS OF AGREEMENT FOR ATHLETIC PARTICIPATION

All student athletes and their coaches must commit to and sign the following:

I have read and understand the contents of the South Seneca Central Schools Information for Student Athletes and their Parents, including Philosophy, Code of Conduct, and Regulations Concerning Tobacco, Alcohol, and Drug Use, and agree to those terms and conditions. I agree to be bound by the Code of Conduct and regulations for participation in student athletics. I understand that, by participating in a sport, I am a representative of South Seneca Central Schools and a role model

to fellow students and I agree to comport myself in an acceptable and appropriate fashion. I further understand that participation in the Athletic Program is a privilege and not a right and is subject to the rules and regulations of the South Seneca Central Schools.

viii. Officials: The South Seneca School District will follow the NYSPHSAA guidelines for hiring officials (See NYSPHSSAA website).

ix. Head and Assistant Coach Rules and Responsibilities:

Every coach must commit to and sign the following pledge and return it to the Athletic Director.

THE COACH'S PLEDGE

The *Coach's Pledge* extends beyond knowledge of athletics and reaches into the life of each of his or her players. It is one of the most important responsibilities in the school and involves at least the same level of commitment that coaches expect of their players. Mutual respect and team membership are to be expected equally of player and coach and, for the coach, involve the following promises:

AS A COACH IN MY SCHOOL, I PROMISE:

1. To be a model of appropriate language and behavior.
2. To respect and dignify each of my athletes as an individual.
3. To promote the safety of each athlete and to ask no more in practice or competition than each is capable of delivering, but...
4. To promote the conditions and circumstances that encourages each athlete to realize his or her full potential.
5. To impose time demands that acknowledges the primary importance of each athlete's academic and family responsibilities.
6. To promote among all athletes and coaches a solid sense of team membership.
7. To reflect in my coaching the best and most recent thinking-strategy in my sport.
8. To assist, whenever appropriate and mutually convenient, with the post-high school planning of my players as it relates to athletics.
9. To be available to parents at times that is mutually convenient.
10. To work, whenever appropriate, with other school personnel to guarantee the best interest of each of my student athletes.
11. To prevent minors who are not part of the team to attend practice, or sit on the bench at games/practices.
12. To place no unethical pressure, privileges, or rewards on athletes to participate in off season competition.
13. To adhere to all approved Board of Education, NYSPHSAA, School and Athletic policies and procedures and actively promote them.

I agree to follow all the guidelines stated above.

Signature

/

Date

COACHES RESPONSIBILITY CHECKLIST AND SELF-EVALUATION:

Pre-Season:

_____ **1. Physicals:** *Be sure all players have had a physical prior to participation of any kind. Players must receive a pink sheet from the nurse to participate. Questions regarding physical information should be directed to the school Athletic Director, **not the school nurse.** **Whenever there is any question regarding physicals, the student must not participate until clearance is given by the school nurse.** Pink forms go to the coaches, Refer to Student-Athlete/Parent Handbook.

***Coaches do not collect physical forms. The students must give them to the school nurse directly.**

_____ **2. Turn in to Athletic Director (A.D.):**

- a. Individual Coach's Rules in writing.
- b. Verification that first aid and CPR certification are up to date and on file.

_____ **3. Hold a pre-season meeting** for athletes and parents to go over schedules for physicals and practice sessions. Review with them, in detail, the Student/Parent Handbook and individual coach's rules. Get forms signed at this meeting! Turn the handbook form into the A.D. Put the permission to treat forms in your medical kits along with the emergency information cards.

_____ **4. Med. Kit** stocked and ready-see checklist of materials it should contain.

_____ **5. Emergency Cards** (yellow)-complete and in medical kit.

_____ **6. Sign out a key from A.D.** to access building, locker room and equipment.

_____ **7. Game Schedule**-review it to be sure it is complete.

_____ **8. Selective Classification**-any player going through this procedure cannot participate until the process is completed. Therefore, it is your responsibility to identify these athletes early. Refer them to the A.D. for testing before practices begin.

_____ **9.** Review, sign and return the **coaches pledge** to the A.D.

_____ **10.** Make sure all **equipment is ready** for start of season.

_____ **11. Head coaches: hold a pre-season staff meeting** with assistant and modified coaches to relay your program expectations and philosophy.

_____ **12.** Turn in to Athletic Director **desired transportation times of departure.**

_____ **13.** Turn in **complete inventory** of equipment, uniforms, supplies, before first contest/scrimmage.

_____ **14.** Turn in a **player roster** to A.D. after first week of practice (must match pink slips).

In-Season:

- _____ **1. Review with players:** Student-Athlete/Parent Handbook policies, coach's rules and help support the academic eligibility policy.
- _____ **2. Keep regular check on Med. Kit** and make sure you have everything you need.
- _____ **3. Report to Athletic Director any injuries, change in player status, problems, etc.**

Immediately

(Any athletes quitting a team must be reported so A.D. can do an exit interview.)

- _____ **4. Carry A.D.'s cell and home phone number** with you wherever you go. Put them in your scorebook so you always have them. Call immediately whenever there is a problem, injury, fight, etc.
- _____ **5. Model your expectations of your athletes at all times.**
- _____ **6. Check your Goals:** Are you accomplishing them? Identify any problems? Do you need help from the Athletic Director or other services? What is your team chemistry? Do you need new challenges for your team? Are you maintaining variety in your practices to stimulate motivation? What is working for your team? What is not working?
- _____ **7. Maintain frequent communications with the Athletic Director**, if not daily.
- _____ **8. Review emergency procedures, first-aid and CPR techniques.**
- _____ **9. Disqualification Reporting Forms:** have copies available for use in a contest.
- _____ **10. Officials Claim Forms:** give to officials at each contest.
- _____ **11. Follow all guidelines for individual and team practices recommended by NYSPHAA handbook.**
- _____ **12.** For teams that have to limit the numbers of students on their squad, a checklist should be made up to explain to students the procedures for "**cutting your squad.**" Attitude, skills and physical fitness components should be listed as your criteria for selection of athletes.
- _____ **13.** Once uniforms are handed out, return to Athletic Director **numerical rosters.**
- _____ **14. Supervise students from the time they report to the time they leave your activity.**
- _____ **15. Before you leave the facility after practices and games, be sure all athletes have left the facility.**
- _____ **16. Fill out accident report forms for any injuries and return to nurse.**
- _____ **17. Stay abreast of coaching techniques and strategies pertaining to your sport.**

- _____ **18. Promote sportsmanship at all levels of your program.**
- _____ **19. Cooperate and work with all coaches on our staff to promote H.S. athletics.**
- _____ **20. Return all forms when requested.**
- _____ **21. Complete a list of squad members who completed the season. Award list and team record to Athletic Director within one weeks of completion of season.**

Post-Season:

- _____ **1. Do a complete inventory** and turn it in to the Athletic Director.
- _____ **2. Secure all equipment in a locked area.**
- _____ **3. A complete requisition for equipment, supplies and uniforms** submitted to A.D. for next season. Your requisition must include amount, item, catalog #(attach photocopy & phone#), color, sizes and price. **If the requisition is not complete, it will be returned to you.**
- _____ **4. Return key(s) to Athletic director.**
- _____ **5. Attend and present awards at the Athletic Awards Ceremony.**

Any additional comments you might have on improving your programs for next year, please add to the bottom of this page.

Signature of Coach

Date

PARENT/FAMILY-COACH COMMUNICATION

Parents/families and coaches are both important role models in a child's life, and clear communication between these individuals is essential. The guidelines listed below are intended to clarify school expectations for this relationship.

Communication parents/families expect from coaches:

- Philosophy of the coach.
- Expectations the coach has for your child and the team.
- Location and times of all practices and games.
- Team requirement: practices, special equipment, out-of-season training, etc.
- Procedures to follow should your child be injured during participation.
- Disciplinary action that may result in your child being denied the right to participate.

Communication coaches expect from parents/families:

- Concerns regarding a coach's decision, philosophy and/or expectations.
- Notification of any illness or injuries or missed practice.

Appropriate concerns to discuss with coaches

- Treatment of your child, emotionally and physically.
- Ways to help your child improve.
- Concerns about your child's behavior.

It is very difficult to accept your child not playing as much as you may hope. Coaches are professionals. They make decisions based on what they believe to be best for the program. As you have seen from the above list, certain things can and should be discussed with your coach. Other things, such as those listed below, must be left to the discretion of the coach.

Issues not appropriate to discuss with the coach

- Playing time
- Team strategy
- Play calling
- Other student-athletes

COACH-PARENT/FAMILY-ATHLETIC DIRECTOR CONFERENCES

Some situations may require a conference between the coach, parent/family, and the athletic director, and they are encouraged. However, it is important that all parties involved have a clear understanding of the other's position. To insure this, all parties are asked to follow the guidelines below:

- Contact the athletic director at (607) 869-9636 Ext. 4128.
 - The athletic director will investigate all concerns and arrange a meeting with the coach and parents/families for resolution.
 - **All parties are asked to not attempt to confront a coach before or after a contest or practice.** These can be emotional times for both parents/families and coaches. Meetings of this nature do not promote resolution.
- x. **Title IV in Athletics:** South Seneca conforms to all Title IV regulations in Athletics and follows the policies/procedures outlined by the NYSPHSAA.
- xi. **Athletic Trainers:** The South Seneca School District does not utilize athletic trainers for athletics.

xii. Emergency Procedures (apply to practice and games)*:

GUIDELINES FOR IMMEDIATE REFERRAL TO MEDICAL CARE:

1. Loss of breath or pulse
2. Unconsciousness
3. Abnormal limb position
4. Intense pain, or perceived intense pain
5. Rapid or severe swelling
6. Locked joint
7. Excessive joint or limb movement
8. Abnormal pupil dilation
9. Confusion or dizziness

Medical Kit: Suggested Supplies Check-Off

- Emergency cards for each athlete
- First Aid cream
- Sideline mental testing form
- Triangular Bandages
- Permission to Treat form
- Gauze Pads
- Band-Aids
- Butterfly bandages
- Ace bandages
- Antibacterial Cream
- Skin lube
- Ice bags
- Scissors
- 1 ½” tape
- Conform tape
- Pre wrap
- Tape Adherent
- Tongue depressors
- Pocket face mask
- Sterile Gloves

FIRST AID-BLOOD/BODY FLUID SPILL:

1. Use of proper protective equipment and adherence to safety procedures in all athletic activities are appropriate prevention strategies for reducing the risk of blood/body fluid spills.
2. Students with open lesion (i.e. cuts, sores, acne with draining lesions) should not participate in close physical contact sports unless the lesions are dry, scabbed over or can be effectively and securely dressed with a bandage or gauze.
3. During practices and competitions, coaches should always have on hand disposable latex gloves, sealable plastic bags, sanitary absorbent material, disposable alcohol towelettes, liquid soap and water, alcohol and bleach or another disinfectant.
4. If an injury occurs and results in a blood/body fluid spill, encourage the individual to clean and dress his/her own wounds, bloody nose, etc. If this is not possible, follow **Standard Operating Procedure:**
 - a. Wear disposable latex gloves and use disposable towels/clean gauze for each injury.
 - b. Any blood-stained first aid supplies should be placed in a sealable plastic bag.
 - c. Follow proper glove removal procedures and place in a sealable bag.
 - d. Wash hands thoroughly with soap and water using hand washing procedures.
5. If open lesions or wounds have come in contact with blood from another person, the affected area should be scrubbed with soap and running water. A skin disinfectant (i.e. 70% alcohol, Betadine, Hibiclens) should be applied after washing.
6. When the skin is intact, have the player wear gloves and wash his/her own skin using a disposable towel containing soap and water or with soap under running water. Gloves and towels should be discarded in a plastic bag. The player should wash their hands using hand washing procedure.
7. If a player gets blood in the eyes, flood exposed area with running water at room temperature for 1 to 2 minutes, take player to eye wash station if one is available. Report incident to appropriate personnel (i.e. school nurse).
8. If a player gets blood in the mouth, rinse with tap water for 1-2 minutes and spit out. Report incident to appropriate personnel (i.e. school nurse).
9. Do not permit students to share razors.
10. Fluids provided for players should be dispensed in individual, single use disposable cups to prevent saliva transfer among players. Drinking bottles shared among

players can be a source of infection. Several outbreaks of viral meningitis have been attributed to this procedure.

FIRST AID KIT: Must be on hand for all practices and competitions. These kits must be continuously updated. Medical supplies are available through the Athletic Director.

SIDE LINE MENTAL TESTING:

ORIENTATION: (Time, place, person and situation)

Questions to ask the athlete:

1. What is your name?
2. Where are you?
3. Against what team are we playing?
4. What time is it?

CONCENTRATION: (Digits test, reciting months of year in reverse order)

Tests to give the athlete:

1. Recite these numbers backwards?
3 – 1 – 7

4 – 6 – 8 – 2

5 – 9 – 3 – 7 – 4
2. Tell me the months of the year in reverse order.

MEMORY: (Names of Famous People, Recent Newsworthy Events, Repetition of three disconnected words or objects at 0 and 5 minutes, Details of contest, plays, moves, strategies, etc.)

Questions to ask the athlete:

1. Who is the governor of our state?
2. Who is the mayor of our city?
3. Who is the President of the United States?
4. Here are three words I want you to remember: Cadillac, Capable and Photograph. I will be back in five minutes to ask you to repeat them for me.

5. What does the quarterback do in the game?
6. What's a draw play?

EXERTION PROVOCATIVE TESTS (Physical Testing):

Have the athlete perform the following:

1. 40 yard sprint
2. 5 push-ups
3. 5 sit-ups
4. 5 knee bends

(Any appearance of associated symptoms is abnormal e.g.: headache, dizziness, nausea, unsteadiness, photo phobia, blurred or double vision, emotional liability or mental status changes).

NEUROLOGICAL TESTS:

1. Pupils – Symmetry and Reaction: Ask athlete to close and open eyes
2. Coordination-finger-nose-finger- tandem
3. Sensation – Finger-nose (eyes closed)
4. Romberg

GRADING SCALE FOR CONCUSSION IN SPORTS:

GRADE 1: Mild

- **Confusion without amnesia**
- **No loss of consciousness**

GRADE 2: Moderate

- **Confusion with amnesia**
- **No loss of consciousness**

GRADE 3: Severe

- **Loss of consciousness**

GUIDELINES FOR RETURN TO COMPETITION:

GRADE 1: Mild

- Remove from contest.
- Examine immediately every five minutes for the development of amnesia or post-concussive symptoms at rest and with exertion.
- May return to contest if amnesia does not appear and no symptoms appear for at least twenty minutes.

GRADE 2 (moderate)

- Remove from contest and disallow return.
- Examine frequently for signs of evolving intracranial pathology.
- Re-examine the next day.
- May return to practice after only one full week without symptoms.

GRADE 3 (severe)

- Transport from field to nearest hospital by ambulance (with cervical spine immobilization if indicated).
- Thorough neurological evaluation immediately.
- Hospital confinement if signs of pathology are detected.
- If findings are normal, instructions to family for overnight observation.
- May return to practice only after two full weeks without symptoms.

Sources:

- **CNY Regional TBI Support Project**
PO Box 4774, 6075 E. Molloy Rd., Bldg. #7
Syracuse, NY 13221
(315) 433-2658
- **Colorado Medical Society Guidelines for Concussion Management**

***Emergency Procedures (pages 76-80 of this document) are carried in Coaches' Medical Kits at all times.**