

Fallsburg Central School District
Physical Education Plan
2018-2019

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The Fallsburg Junior Senior High School Physical Education Teachers
The Benjamin Cosor Elementary School Physical Education Teachers

Dr. Ivan Katz
Superintendent

Approved by the Fallsburg Central School District School Board: December 5, 2018

I. Demographics

The Fallsburg Central School District is comprised of two outstanding schools. Benjamin Cosor Elementary School, (serving grades preK-6; approximately 815 students), and the Fallsburg Junior-Senior High School, (serving grades 7-12; approximately 611 students). These schools serve a multi-cultural community of approximately 20,000 in the areas of Fallsburg, South Fallsburg, Glen Wild, Greenfield Park, Hurleyville, Loch Sheldrake, Mountindale, Woodbourne and Woodridge. The communities are located in eastern Sullivan County approximately 90 miles from New York City. The communities in the district provide opportunities for suburban, village and rural lifestyles.

II. Physical Education Plan

A. Program Goals and Objectives

The district will provide students with:

- a. The knowledge and skills to participate in a variety of healthy activities.
- b. The understanding and appreciation of the benefits of maintaining a healthful and active lifestyle.
- c. The understanding of how to evaluate and access resources in their community to pursue a healthy and active life.
- d. An awareness of the many career opportunities available in this field. (<http://www.emsc.nysed.gov/ciai/pe/home.html>)

B. Required Instruction

- a. Elementary: Grades K-3 students will receive two or three, 40 minute periods of physical education depending on the six day school cycle. Providing a total of 80 minutes one week and the following week a total of 120 minutes.
- b. Elementary: Grades 4-6 students will receive two or three, 40 minute periods of physical education depending on the six day school cycle. Providing a total of 80 minutes one week and the following week a total of 120 minutes.
- c. Secondary School: Grades 7-12 students receive two or three, 42 minute periods of physical education depending on the two day school cycle. Providing a total of 84 minutes one week and the following week a total of 126 minutes.

C. Curriculum Design

- a. See Curriculum Maps for grades K-12. (attachment 1)

D. Adapted Physical Education

- b. Adapted physical education students are integrated in the regular physical education classes at the elementary level. Physical Education with individual modifications in the least restrictive environment is encouraged and supported in regular classes.
- c. There is one section of adapted physical education at the high school level. Physical Education with individual modifications in the least restrictive environment is encouraged and supported in regular classes with all middle school students.
- d. Classroom aides are used in cases of an urgent medical condition that needs to be addressed.

D. Attendance Policy

All scheduled students must attend physical education. Any exemption will only be accepted when a medical note from a physician is produced stating what specific activities are permitted and the time for which the student will be inactive. A physician's medical note is required to return to activity if there is no date provided on the original note.

E. Grading Policy: Each school has its own grading policy.

a. Elementary: (attachment 2)

Students are given a daily grade based on direct observation of skill assessment, participation, attitude, preparedness, and concern for personal and group safety. The grading rubrics are attached in appendix 2.

b. Secondary: (attachment 3)

Students are given a daily grade based on direct observation in a range of 0-12. The daily grade is based on preparation (changing of clothes and proper footwear), participation/effort, behavior in regards to safety and respect, and skill and activity knowledge. The grading policy is appendix 3.

F. Personnel

- a. All K-12 physical education classes are taught by New York State Education Department certified physical education teachers in all classes.

The Director of Physical Education and Athletics is a New York State Education Department certified physical education teacher. The Director also holds the New York State Education Department School District Leader certification.

G. Facilities:

School programs take precedence over any other activities, programs, or uses at all school facilities at all times. School programs include physical education, intramurals, and interscholastic athletics.

a. Physical Education program:

1. Elementary: The elementary physical education program has the use of the elementary gym, the auxiliary gym, the softball field and all large grass areas surrounding the school.

2. Secondary: The secondary physical education program has the use of the secondary school gym, the fitness center, the auxiliary fitness center, the tennis courts, the cross country trail, all large grass areas surrounding the school and the track.

b. Intramural program:

Intramural programs have use of the secondary school gym, the auxiliary gym, the elementary gym, all large grass areas surrounding both schools, the tennis courts, the cross country trail, the track, the fitness rooms, the cafeterias, the hallways and libraries in both schools.

c. Interscholastic program:

Interscholastic programs have use of the secondary school gym, the auxiliary gym, the elementary gym, all large grass areas surrounding both schools, the tennis courts, the cross country trail, the track, the fitness rooms, the cafeterias, the hallways and libraries in both schools. The interscholastic program also has the use of the following community facilities: Morningside Park, Holiday Mountain and Lochmor and Tarry Brae golf courses.

d. Community:

Use of the school facilities is by building use form only, except for community members walking or running on the track or using the tennis courts, after school hours. Building usage forms must be submitted to the District Office for their approval, required forms of insurance must be provided in requesting the use of the facility.

H. Administrative Procedures and Policies

a. Physical examinations (attachment 4)

Physical examinations are required for all students in grades pre-K or K, 1, 3, 5, 7, 9, and 11. Prior to the start of a sports season each student must have a physical before they are engaged in tryouts or any other physical activity outside of physical education classes.

Physical examinations are valid for one full calendar year.

A sports update form (health history information and update) must be completed and returned before a student can engage in tryouts or any other physical activity outside of physical education. Sports cards must be filled out before each interscholastic athletic season. Sports cards must be signed by the nurse or it is not valid. Athletic coaches and physical education teachers will take note of any restrictions listed on it.

Fallsburg CSD follows the concussion protocols established by the National Federation of State High School Associations and the Third International Conference on Concussion in Sport, Zurich 2008. The information contained herein serves as a guide to be implemented following a suspected concussion. The Fallsburg Central School District reserves the right to develop more stringent protections at any time, and to act in a manner that is more cautious in protecting the health and well-being of its students.

When a student shows ANY signs or symptoms of a concussion:

1. The student will not be allowed to return to play in the current athletic activity, game, or practice.
2. The student's general cognitive status should be determined by the school nurse, athletic trainer, or, if appropriate medical personnel are not available, the coach or District personnel responsible for supervising the student.
3. The student should not be left alone, and regular monitoring for deterioration is essential over the initial few hours following injury.
4. Following the injury, the student as well as the parent/guardian shall be instructed to see the student's primary care physician or an emergency department physician within 24 hours.
5. Return to play protocol must follow step process that is medically supervised.

The cornerstone of proper concussion management is rest until resolution of all symptoms, clearance by the student's treating physician and school physician, and then a graded program of exertion before return to sport. The Return to Play procedure is

broken down into six steps in which only one step is covered a day. The six steps involve the following:

1. Step one: Low impact, non-strenuous, light aerobic activity such as walking or riding a stationary bike. If tolerated without return of symptoms over a 24 hour period proceed to;
2. Step two: Higher impact, higher exertion, and moderate aerobic activity such as running or jumping rope. No resistance training. If tolerated without return of symptoms over a 24 hour period proceed to;
3. Step three: Sport specific non-contact activity. Low resistance weight training with a spotter. If tolerated without return of symptoms over a 24 hour period proceed to;
4. Step four: Sport specific activity, non-contact drills. Higher resistance weight training with a spotter. If tolerated without return of symptoms over a 24 hour period proceed to;
5. Step five: Full contact training drills and intense aerobic activity. If tolerated without return of symptoms over a 24 hour period proceed to;
6. Step Six: Return to full activities without restrictions.

b. Fitness Testing

Elementary- fitness testing begins in the 2nd grade and is completed in the fall and spring. Push-ups, sit-ups, curl-ups, and the pacer are performed. The results are posted and sent home to parent/guardian describing the benefits and statistics- mean, median, and mode.

Secondary- fitness testing includes the FitnessGram. The students perform push-ups, sit-ups, the PACER, and/or the mile run. The results are listed on the interim progress report or report card. It will also be listed on school tool in the future.

c. Class size and grouping

All physical education classes are inclusive and co-ed at both the elementary and secondary levels. Elementary physical education class size is equivalent to grade level class size. Secondary class size ranges from 20-30 students per teacher for a given class period.

d. Use of non-school facilities

The interscholastic athletic teams use two separate town athletic fields (Morningside Park), a private ski mountain (Holiday

Mountain), and municipal golf courses owned by the town of Fallsburg (Lochmor and Tarry Brae).

e. Supplementary personnel

The school is not currently hosting any physical education student teachers but may in the future. Aides are not commonly used unless an event such as field day takes place. Volunteers are not used.

f. Summer School Program

The district occasionally provides physical education in its summer school program. It also allows students in grades 9–12 to take physical education at the BOCES summer school program

g. Safety Practices

All students participating in physical education must wear appropriate clothing and footwear. Secondary students are required to change into their appropriate clothing and footwear. Clothing and footwear is required to be appropriately worn for safety purposes. Jewelry, gum, hats, or other safety hazards are not allowed.

All facilities are inspected annually by the appropriate personnel and prior to use by the supervisor of the activity. Safety equipment such as padding and other devices have been appropriately installed and are used when needed. All areas where activity takes place are inspected by physical educators and coaches on a daily basis. Problems are reported to a custodian and the Director of Physical Education and Health. Further review will determine whether other appropriate personnel and repairs are required.

h. Alternate physical education options

Alternate physical education options are established on an as needed basis.

I. Athletics

a. Intramural

Intramurals are open to all students at the age appropriate level of offering. Ability and skill level assessments are not given. The intramurals offered change annually.

b. Extramural

Extramurals are not currently offered.

c. Interscholastic Athletics

i. Philosophy of program

Fallsburg Central School District understands that interscholastic athletics are a significant part of the educational process. The combination of academics and athletics enhances the quality of students' lives and expands their options for learning and personal growth. Athletics provide an educational opportunity in which students can learn essential life lessons beyond those that can be learned in an academic classroom. It is our belief that the essential requirement for teamwork, the mental and physical challenges of training and competition, and the experience of winning and losing graciously and respectfully are important life lessons in every student's developmental experience. These lessons will serve students well in their future endeavors.

Developing good character habits requires time and effort.

Coaches, parents and other community members can help students develop such habits by continually discussing, modeling and reinforcing the desired attitudes and beliefs over time.

We also understand that participation on the athletic team or teams demands a commitment that involves both dedication and sacrifice. This is required of not only student athletes but also coaches and parents.

ii. Selection Classification/Athletic Placement Process

Students in the seventh and eighth grades that would like the opportunity to try out for a junior varsity or varsity sport must undergo the New York State Education Department (NYSED) Athletic Placement Process related to that athletic activity by the Director of Physical Education and Health or the certified physical educator that he or she delegates to perform the test.

iii. Mixed competition

The district follows regulation section 135.4(c)(7)(ii)(c) concerning mixed competition.

Athletic Policies

i. Hiring Policy

Coaching positions are posted seasonally or as the need arises. All applicants are interviewed by the athletic director and the varsity head coach when applicable. Paid and non-paid including volunteer coaches meet the NYSPHSAA regulations for coaching.

- ii. Athletics participation for physical education policy (option CR 135.4)
P.E./Sport- Students can elect to participate in interscholastic teams in place of their physical education class if they are in grades 10-12 and show need such as, a college schedule, no room in their normal schedule, or work study. They must participate on at least two interscholastic athletic teams throughout the school year. Their grade is based on their attendance throughout each season. Failure to attend the minimum number of required team sessions in order to receive a passing grade (65%) will result in enrollment into a physical education class.
- iii. Coaching credentials
All coaches must complete required coursework prior to the start of the specific athletic season. The three coaching courses (Philosophy, Principles, & Organization of Athletics in Education, Theory & Techniques of Coaching, Health Sciences applied to coaching) are completed on schedule as specified by NYSPHSAA. Copies of all coaching credentials are stored in the employee's personnel file.
- iv. Coaching course verifications
Confirmation certificates or cards are submitted to the Director of Physical Education and Health for review and record keeping.
- v. Coaching evaluations
All coaches are evaluated after a season has commenced. Evaluations are stored in the employee's personnel file.
- vi. Code of Conduct (Appendix 5). Complete copy of the Athletic Code of Conduct.
 - a. Coach's Code
We understand that the Athletic Director and Coaches are leaders, and are dedicated to more than the X's and O's of competition. As a professional educator, leader and role model for students, the coach or Athletic Director will:
 - Exemplify the highest moral character as a role model for young people.
 - Recognize the individual worth and reinforce the self-image of each team member.
 - Establish a realistic team goal or vision for each season and communicate that to athletes and parents.
 - Encourage and assist team members to set personal goals to achieve their highest academic potential.
 - Create training rules for athletes that reflect the positive values of abstaining from the use of alcohol, tobacco and other drugs.

- Strive to develop the qualities of competence, character, civility and citizenship in each team member.
- Provide a safe, challenging and encouraging environment for practice and competition.
- Gain an awareness of the importance of prevention, care and treatment of athletic injuries.
- Respect the integrity and judgment of the game official.
- Teach and abide by the rules of the game in letter and in spirit.
- Strive for excellence in coaching skills and techniques through professional improvement.
- Build and maintain ethical and professional relationships with coaches and administrators.
- Promote personal fitness and nutrition.
- Be modest in victory and gracious in defeat.

b. Parent's Code

We understand that parents play a vital role in the development of student athletes and the success of our program. Therefore we encourage parents to:

- Be a positive role model through your actions to make sure your child has the best athletic experience possible.
- Be a "team" fan, not a "my kid" fan.
- Weigh what your children say; they may slant the truth to their advantage from time to time.
- Show respect for opposing players, coaches, spectators and support groups.
- Be respectful of all officials' decisions.
- Be respectful of the coach's plans and strategies.
- Praise student-athletes in their attempt to improve themselves as students, as athletes and as people.
- Gain an understanding and appreciation for the rules of the contest.
- Recognize and show appreciation for an outstanding play by either team.
- Help your child learn that success is experienced in the development of their skills and they can feel good about themselves regardless of whether they win or lose.
- Take time to talk to coaches in an appropriate manner, including proper time and place, if you have a concern.
- Be sure to follow the designated chain of command. Chain of command: Coach, Director or Physical Education and Athletics, Assistant Principal, Principal, Superintendent.
- Please reinforce our alcohol, tobacco and other drug-free policies
- Remember that a ticket to a school athletic event is a privilege.

c. Supporter's Code

We understand that the school community has an interest and investment in the success of our athletic program. Adults and members of the student body can play a key role in reinforcing the educational outcomes of our program. Therefore we encourage these important program supporters to:

- Remember that a ticket to a school athletic event is a privilege.
- Be a positive role model through their behavior at athletic contests.
- Show respect for opposing players, coaches, spectators and support groups.
- Be respectful of all officials' decisions.
- Praise student-athletes in their attempt to improve themselves as students, as athletes and as people.
- Gain an understanding and appreciation for the rules of the contest. Please reinforce our alcohol, tobacco and other drug-free policies.

d. Athlete's Code

High school athletics provide a unique opportunity for the development of not only physical conditioning and skill but also character traits essential for success in life. We challenge every athlete to strive for the following:

d.1.

- Competence – the necessary level of knowledge and skill to sufficiently train and compete. Develop the skills necessary to participate competently in the game. Demonstrate knowledge of the rules and conventions of the game. Demonstrate knowledge of the strategies of the game. Demonstrate a level of physical conditioning and fitness sufficient to participate competently in the game. Demonstrate knowledge of healthy behaviors, including nutritional issues. Understand the necessity of abstaining from the use of alcohol, tobacco and other drugs in order to achieve the positive benefits of interscholastic athletics.

d.2.

- Character – the pattern of beliefs, attitudes and therefore behavior that relates to moral, strength, constitution and essential qualities that embrace the positive values of the Fallsburg Central School District community. Dependability in fulfilling obligations and commitments. Accepting responsibility for consequences of actions; not making excuses or blaming others. Striving to excel. Is committed. Perseveres (gives 100% effort; doesn't give up in the face of setbacks). Demonstrates truthfulness. Plays by the rules of the game and does not cheat. Controls anger and frustration; refrains from displays of temper and bad language. Accepts losing/winning gracefully, congratulates opponents, does not sulk or display other negative behaviors.

d.3.Civility – to demonstrate behavior that exemplifies appropriate respect and concern for others. Practice good manners on and off field. Refrain from “trash talk” and other put-downs of opponents or teammates. Treat all persons respectfully, regardless of individual differences. Show respect for legitimate authority (e.g., officials, coaches, and captains). Be fair and treat others fairly. Listen to and try to understand others. Be sensitive and compassionate to others. Actively support teammates and others.

d.4.Citizenship – social responsibility as part of a “community.” Be faithful to the ideals of the game, including sportsmanship. Keep commitments to your team (e.g., be diligent about practice and following training rules). Show team spirit (encourages others, contributes to good morale). Put the good of teammates first to achieve team goals. Accept responsibility to set a good example for teammates, younger players, fans, and school community.

vii. Athletes

See attachment 5. Complete copy of the Athletic Code of Conduct.

viii. Parents

Parents must sign the student handbook at the beginning of each year to signify that they have read and agree to follow the outlined conduct.

ix. Officials

All officials are assigned through the Orange County Interscholastic Athletic Association (OCIAA) league office located at Orange/Ulster BOCES.

x. Head and Assistant Coach roles and responsibilities

Responsibilities are determined by the Athletic Director and Principal and are detailed in the Athletic Code of Conduct.

xi. Title IX

The school is in compliance with all Title IX requirements. Equal opportunities are provided to all students.

xii. Emergency procedures

Procedures are explained to coaches at the beginning of each athletic season. Emergency action plans are given to all coaches at the start of each season.

III. Attachments: Resources, guidelines, copies of Bd. Of Ed Policy, etc.

1. Physical Education Curriculum Map K-12
2. Elementary Grading Policy
3. Secondary Grading Policy
4. Athletic Participation Physical and Update forms
5. Athletic Code of Conduct
6. BoE policy 5280

III. Attachments: Resources, guidelines, copies of Bd. Of Ed Policy, etc.

1. Physical Education Curriculum Map K-12

Fallsburg CSD PE Curriculum Guide

Grade level	NYS Standards & NASPE Standards	Activity	Specific Skills -cognitive -affective -psychomotor Essential Content	Learning Objectives
9-12	NYS 1,2 NASPE 1,2,3,4,5	Flag Football	<ol style="list-style-type: none"> 1. Throwing (p) 2. Catching (p) 3. Punting (p) 4. Offensive strategies (c) 5. Defensive strategies (c) 6. Teamwork/sportsmanship (a) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate proper throwing, catching and punting techniques. • Understand offensive and defensive strategies. • Identify field markings and boundaries (first down, end zone, line of scrimmage).
9-12	NYS 1,2,3 NASPE 1,2,3,4,5	Soccer	<ol style="list-style-type: none"> 1. Dribbling (p) 2. Passing (p) 3. Shooting (p) 4. Goalkeeping (p) 5. Offensive strategies (c) 6. Defensive strategies (c) 7. Game play (c) 8. Field and team set-up (c) 9. Teamwork/sportsmanship (a) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate game play by using passing, shooting, goalkeeping and tactical skills. • Understand rules, basic penalties and field boundaries. • Demonstrate good sportsmanship through teamwork.
9-12	NYS 1,2 NASPE 1,2,3,4,5	Ultimate Frisbee	<ol style="list-style-type: none"> 1. Throwing (p) <ol style="list-style-type: none"> a. Forehand b. Backhand c. Hammer 2. Catching (p) <ol style="list-style-type: none"> a. One handed b. Two handed <ol style="list-style-type: none"> i. Rim ii. Pancake 3. Ultimate Frisbee <ol style="list-style-type: none"> a. Strategy (c) b. Scoring (c) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate the skills of throwing and catching a frisbee • Understand the rules and boundaries of the game of Ultimate. • Work collectively on offensive concepts of spacing and moving and defensive strategies of covering man to man.

9-12	NYS 1,2 NASPE 1,2,3,4,5	Fitness Testing	1. FitnessGram Testing (c/p) a. PACER b. Sit and Reach c. Sit Ups d. Push Ups	Students will be able to: <ul style="list-style-type: none"> • Demonstrate their level of fitness by participating in each of the four tests. • Compare their personal scores to the Healthy Fitness Zone standards. • Set goals for improvement.
9-12	NYS 1,2 NASPE 1,2,3,4,5	Volleyball	1. Serve (p) a. Overhand b. Underhand 2. Bump (Forearm pass) (p) 3. Set (p) 4. Spike (p) 5. Game play (c/p) a. Scoring b. Strategy 6. Teamwork/sportsmanship (a)	Students will be able to: <ul style="list-style-type: none"> • Demonstrate the skills of serving and passing a volleyball. • Apply the rules, tactics and good sportsmanship during game play.
9-12	NYS 1,2,3 NASPE 1,2,3,4,5	Archery	1. Safety (c) 2. Equipment identification (c) 3. Commands (whistle) (c) 4. Holding a bow (p) 5. Nocking an arrow (p) 6. Drawing, aiming and releasing (p) 7. Retrieving arrows (p) 8. Scoring (c)	Students will be able to: <ul style="list-style-type: none"> • Safely use bows and arrows to shoot at targets. • Score their round. • Follow all whistle commands for safety. • Identify equipment and use it properly.
9-12	NYS 1,2,3 NASPE 1,2,3,4,5	Basketball	1. Dribbling (p) 2. Passing (p) a. Chest b. Bounce 3. Shooting (p) a. Free throw b. Jump shot c. Lay up 4. Small sided games (p) 5. Offensive strategies (c/p) 6. Defensive strategies (c/p) 7. Rules, fouls, boundaries (c)	Students will be able to: <ul style="list-style-type: none"> • Acquire the advanced skills of dribbling, passing and shooting to participate in individual or small group games. • Understand and apply defensive concepts during small group game play. • Understand the court lines/boundaries and know the different point values for each made hoop. (3 points, 2 points, free throw).

9-12	NYS 1,2 NASPE 1,2,3,4,5	Floor Hockey	<ol style="list-style-type: none"> 1. Stick handling (p) 2. Shooting (p) 3. Dribbling (p) 4. Game play (c/p) <ol style="list-style-type: none"> a. Goal keeping b. Safety c. Defensive and offensive strategies 5. Teamwork/sportsmanship (a) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Develop the basic skills of stick handling, passing and shooting to participate productively in a small group team game. • Adhere to the safety standards while using a hockey stick during activities.
9-12	NYS 1,2,3 NASPE 1,2,3,4,5	Yoga	<ol style="list-style-type: none"> 1. Identification of physical and mental benefits (a) 2. Etiquette (c) 3. Creation of routine/flow (c/p) 4. Identifying community resources (c) 5. Meditation and relaxation (a) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Follow proper etiquette during a yoga class. • Identify the physical and mental benefits of yoga. • Apply knowledge of poses and flow to create a yoga routine. • Identify community resources for yoga practice. • Experience the meditative and relaxation benefits of yoga. • Connect yoga to flexibility.
9-12	NYS 1,2 NASPE 1,2,3,4,5	Badminton	<ol style="list-style-type: none"> 1. Shots (p) <ol style="list-style-type: none"> a. Drive b. Drop c. Clear d. Smash 2. Serve (p) 3. Doubles offensive and defensive strategies (c/p) 4. Singles offensive and defensive strategies (c/p) 5. Scoring (c) 6. Enjoyment and camaraderie (a) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate various shots to create rallies. • Work cooperatively with a partner to participate in doubles game play. • Understand rules, court boundaries, scoring, sportsmanship and etiquette while participating in game play.
9-12	NYS 1,2,3 NASPE 1,2,3,4,5	Fitness/ Weight room	<ol style="list-style-type: none"> 1. Health components (c) <ol style="list-style-type: none"> a. Cardiorespiratory/aerobic fitness (c/p) <ol style="list-style-type: none"> i. Target heart rate b. Muscle endurance (c/p) c. Muscle strength 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use the health and skill related fitness components to create a personalized fitness plan. • Set SMART goals for themselves. • Understand the correlation between fitness and good health.

			i. Set and rep ranges (c/p) d. Flexibility e. Body composition 2. Skill components (c) 3. Safety (c) 4. Fitness principles (c) 5. Muscle anatomy (c) 6. Goal setting (a) 7. Community resources (a) 8. Person fitness planning (a)	<ul style="list-style-type: none"> Identify muscle anatomy and describe how to strength train those muscles. Evaluate health and fitness resources for reliability. Apply fitness principles to fitness goals. Correlate skill components to sport performance.
9-12	NYS 1,2,3 NASPE 1,2,3,4,5	Rollerblading	1. Appropriate safety gear (c) a. Pads and helmet 2. Safe skating (p) 3. Identifying community resources (c)	Students will be able to: <ul style="list-style-type: none"> Define the reason for safety gear. Demonstrate proper wearing of safety gear and safe skating. Identify places in the community where one could skate.
9-12	NYS 1,2 NASPE 1,2,3,4,5	Softball	1. Throwing (p) 2. Catching (p) a. Pop ups b. Grounders 3. Batting (p) 4. Fielding (p) 5. Offensive and defensive game play (c/p) 6. Field knowledge (c) 7. Teamwork and sportsmanship (a)	Students will be able to: <ul style="list-style-type: none"> Use their glove to catch pop ups, line drives, ground balls and fly balls. Develop proper throwing technique to increase speed, distance and accuracy of throws. Demonstrate proper batting stance and swing to make contact with a pitch. Understand and demonstrate correct defensive awareness while fielding (how many outs, throwing ball to proper base). Use proper base running techniques to score runs for their team (running when forced, holding on fly balls, etc.).
9-12	NYS 1,21 NASPE 1,2,3,4,5	Outdoor Adventure	1. Cooperative games (p/a) 2. Trust activities (p/a) 3. Low ropes (p/a) 4. High ropes (p/a) 5. Safety/equipment (c/p) a. Harness b. Belay techniques	Students will be able to: <ul style="list-style-type: none"> Build trust and rapport in order to collaborate for the purpose of problem solving. Develop communication skills. Discriminate between leadership and followership. Identify safety steps and gear for spotting, climbing and belaying.

			<ul style="list-style-type: none"> c. Carabiners d. Rope tying 	<ul style="list-style-type: none"> Recognize proper knots for the purpose of climbing.
9-12	NYS 1,2 NASPE 1,2,3,4,5	Tennis	<ol style="list-style-type: none"> 6. Teamwork and communication (a) 1. Rally play (c) 2. Single and double game play and court knowledge (c) 3. Scoring (c) 4. Forehand (p) 5. Backhand (p) 6. Serving (p) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Distinguish and demonstrate the between forehand and backhand hits. Perform a proper serve. Understand boundaries and scoring for singles and doubles game play.
9-12	NYS 1,2,3 NASPE 1,2,3,4,5	Yard Games	<ol style="list-style-type: none"> 1. Proper game play of various yard games (c/p) <ol style="list-style-type: none"> a. Corn hole b. Kan Jam c. Washers d. Horseshoes e. Bocce f. Frisbee Golf 2. Enjoyment and camaraderie (a) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Recognize yard games as lifetime activities for enjoyment and camaraderie. Explain that yard games can be played at home or in a community park.
9-12	NYS 2,3 NASPE 4	Hands-Only CPR	<ol style="list-style-type: none"> 1. Hands-only CPR and AED training 	<p>Students will be able to:</p> <ul style="list-style-type: none"> recognize the signs of possible cardiac arrest and call 911 demonstrate the skills needed and compressions necessary to perform hands-only CPR. Identify what an automated external defibrillator (AED) looks like and where it is located Demonstrate use of an AED
7&8	NYS 1,2 NASPE 1,2,3,4,5	Flag Football	<ol style="list-style-type: none"> 1. Throwing technique (p) 2. Catching technique (p) 3. Pass routes-Passing Tree (c/p) 4. Rules and Boundaries (c) 5. Game play (c/p) 6. Teamwork and sportsmanship (a) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Demonstrate basic technique of throwing and catching. Identify various pass routes. Understand the rules and boundaries of the game.
7&8	NYS	Soccer	<ol style="list-style-type: none"> 1. Dribbling (p) 	<p>Students will be able to:</p>

1,2,3 NASPE 1,2,3,4,5			<ol style="list-style-type: none"> 2. Passing (p) 3. Shooting (p) 4. Goalkeeping (p) 5. Field Positions and their roles/responsibility (c/p) 6. Teamwork and sportsmanship (a) 	<ul style="list-style-type: none"> • Demonstrate basic dribbling, passing and shooting. • Identify players positions, boundaries, rules and safety concerns. • Understand the responsibilities of offensive and defensive positions.
7&8 NYS 1,2 NASPE 1,2,3,4,5	Ultimate Frisbee		<ol style="list-style-type: none"> 1. Throws (p) <ol style="list-style-type: none"> a. Forehand b. Backhand 2. Catching (p) <ol style="list-style-type: none"> a. One handed b. Two handed <ol style="list-style-type: none"> i. Rim ii. Pancake 3. Rules and Boundaries (c) 4. Game Play (c/p) 5. Teamwork and sportsmanship (a) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate the different types of frisbee throws at a beginner level. • Understand how to safely participate in a game of ultimate frisbee while demonstrating knowledge of rules and boundaries.
7&8 NYS 1,2 NASPE 1,2,3,4,5	Fitness Testing		<ol style="list-style-type: none"> 1. FitnessGram Testing (c/p) <ol style="list-style-type: none"> A. PACER B. Sit and Reach C. Sit Ups D. Push Ups 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate the skills necessary to complete all of the FitnessGram tests. • Understand the importance each test has with respect to the health related concept being measured.
7&8 NYS 1,2,3 NASPE 1,2,3,4,5	Volleyball		<ol style="list-style-type: none"> 1. Serve - underhand (p) 2. Bump (Forearm pass) (p) 3. Set (p) 4. Court (c) 5. Game play (c/p) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate the following skills: bump, set, spike. • Identify when each specific hit should be utilized. • Understand and demonstrate the boundaries, rules and safety concerns of the game.
7&8 NYS 1,2 NASPE 1,2,3,4,5	Archery		<ol style="list-style-type: none"> 1. Equipment (c) 2. Safety concerns and shooting procedures/whistle commands (c) 3. Shooting (p) <ol style="list-style-type: none"> a. Nock b. Draw c. Aim 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify archery equipment. • Follow steps and whistle commands for safe shooting.

			d. Release	
7&8	NYS 1,2,3 NASPE 1,2,3,4,5	Basketball	<ol style="list-style-type: none"> 1. Dribbling (p) <ol style="list-style-type: none"> a. Dominant and non dominant hand 2. Shooting (p) <ol style="list-style-type: none"> a. Foul shot b. Jump shot c. Lay up 3. Passing (p) 4. Modified Games (c/p) 5. Teamwork and sportsmanship (a) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate the following at a beginner level: dribbling, shooting, passing and layups. • Identify responsibilities of specific offensive and defensive positions. • Understand and demonstrate the rules, boundaries, rules and safety concerns of the game.
7&8	NYS 1,2 NASPE 1,2,3,4,5	Floor Hockey	<ol style="list-style-type: none"> 1. Shooting (p) 2. Passing (p) 3. Puck/ball handling (p) 4. Offensive and defensive strategies (c/p) 5. Rules and boundaries (c) 6. Game play (c/p) 7. Teamwork and sportsmanship (a) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate the following at a beginner level: passing, shooting, ball handling. • Identify responsibilities of specific offensive and defensive positions. • Understand and demonstrate the rules, boundaries, rules and safety concerns of the game.
7&8	NYS 1,2,3 NASPE 1,2,3,4,5	Yoga	<ol style="list-style-type: none"> 1. Physical and mental benefits (c/a) 2. Etiquette (c/p) 3. Basic poses (c/p) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate proper etiquette in a yoga setting. • Identify and demonstrate common yoga poses.
7&8	NYS 1,2 NASPE 1,2,3,4,5	Badminton	<ol style="list-style-type: none"> 1. Boundary and equipment safety (c/p) 2. Serving (p) 3. Shots (p) 4. Scoring (c) 5. Modified games (p) 6. Enjoyment and camaraderie (a) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate the following at a beginner level: passing, shooting, ball handling. • Identify responsibilities of specific offensive and defensive positions. • Understand and demonstrate the rules, boundaries, rules and safety concerns of the game.
7&8	NYS 1,2,3 NASPE 1,2,3,4,5	Fitness/ Weight room	<ol style="list-style-type: none"> 1. MVPA (p) 2. Smart Goal Setting (c) 3. Fitness Stations-HIIT Training (p) 4. Health Components (c) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Safely and properly use cardio and selectorized exercise machines, as well as free weight and bar exercise safety with weight clamps and partner spotters.

			5. Skill Related Components (c)	<ul style="list-style-type: none"> • Set SMART goals for themselves. • Understand how proper diet and consistent fitness levels can lead to good health. • Identify muscle anatomy and describe how to strength train those muscles with specific exercises. • Correlate skill components to sport performance.
7&8	NYS 1,2,3 NASPE 1,2,3,4,5	Rollerblading	<ol style="list-style-type: none"> 1. Appropriate safety gear (c/p) <ol style="list-style-type: none"> a. Pads and helmet b. Safe skating 2. Identifying community resources (c) 3. Skating (p) <ol style="list-style-type: none"> a. Foot position b. Balance 4. Enjoyment (a) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Define each piece of safety gear and provide reasoning for why each piece is worn. • Demonstrate proper wearing of safety gear and safe skating practices. • Develop their ability to maintain balance while moving, generate speed while pushing off their blades, navigate turns and slow down using braking techniques. • Identify places in the community where one could skate with friends and family members.
7&8	NYS 1,2 NASPE 1,2,3,4,5	Softball	<ol style="list-style-type: none"> 1. Throwing (p) 2. Catching (p) 3. Hitting (p) 4. Base running (p) 5. Offensive and defensive strategies/scenarios (c) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate the following at a beginner level: throwing, catching, hitting and base running. • Identify responsibilities of specific offensive and defensive positions. • Understand and demonstrate the rules, boundaries, rules and safety concerns of the game.
7&8	NYS 1,2 NASPE 1,2,3,4,5	Outdoor Adventure	<ol style="list-style-type: none"> 1. Problem solving activities (c/p/a) 2. Team building activities (c/p/a) 3. Trust activities (c/p/a) 4. Indoor wall climbing (p) 5. Outdoor climbing - low elements (p) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate beginner level skills necessary to climb indoor and outdoor elements. • Understand the importance of teamwork, trust, communication and risk management (challenge by choice).
7&8	NYS 1,2,3 NASPE 1,2,3,4,5	Yard Games	<ol style="list-style-type: none"> 1. Proper game play of various yard games (c/p) <ol style="list-style-type: none"> a. Cornhole b. Kan Jam c. Washers d. Bocce 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate the skills necessary to participate in various yard games. • Understand, enforce and explain the rules of each yard game. • Develop camaraderie with classmates.

				2. Enjoyment and camaraderie (a)	
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5-6	NYS 1,2,3 NASPE 1,2,3,4,5	Volleyball	<ol style="list-style-type: none"> 1. Set (p,c) 2. bump (p,c) 3. serve (p,c) 4. spike (p,c) 5. rules/game play (rotation, scoring points) (c) 6. defensive position (p, c) 7. Proper etiquette and sportsmanship (a,c) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform the set, bump, and serve during practice and game play • Analyze when to use the bump, set, serve, and spike • Analyze the rules of the game and how score is kept • Perform a defensive volleyball stance • Utilize proper etiquette and show good sportsmanship throughout games
5-6	NYS 1,2,3 NASPE 1,2,3,4,5	Ultimate/ basketball	<ol style="list-style-type: none"> 1. Offense and Defense - creating open space (p,c) 2. dribble with control (p, c)(dominant hand) 3. pivot(p, c) 4. give & go(p, c) 5. Fake(p, c) 6. defensive position(p, c) 7. BEEF principal (p, c) 8. Likes and dislikes of various sports/physical activities (a) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast defense and offense • Analyze when offense and defense are used • Perform strategies that contribute to successful offense and defense • Perform a successful bounce and chest pass • Move to open space • Perform the pivot, give & go, and fake • Dribble with control (left and right) while changing speed and direction • Shoot a basketball using the BEEF principal • Identifies physical activities that are enjoyed, not enjoyed and analyzes why
5-6	NYS 1,2,3 NASPE 1,2,3,4,5	Health related fitness	<ol style="list-style-type: none"> 1. Cardio Endurance(p, c) <ol style="list-style-type: none"> i. aerobic and anaerobic ii. Heart Rate 2. Flexibility(p, c) 3. Muscular Strength(p, c) 4. Muscular Endurance(p, c) 5. Body Mass Index(p, c) 6. Benefits of healthy life (p, c, a) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the 5 health related fitness components • Perform activities that improve 5 HRFCs • Give examples of activities that improve each health related fitness component • Describe why the HRFC are important • Describe what other aspect besides physical fitness can these components help improve

5-6	NYS 1,2,3 NASPE 1,2,3,4,5	Striking/Fielding	<ol style="list-style-type: none"> 1. Hitting (p, c) 2. throwing(p, c) 3. catching/fielding(p, c) 4. Outs (p, c) 5. Rules and etiquette (p, c) 6. safety(a, p, c) 7. Difference between baseball and softball(p, c) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate hitting a ball off of a T • Demonstrate proper form for throwing a baseball/softball • Demonstrate the proper form for fielding a ground ball and a pop fly • Analyze and identify the rules of softball and baseball • Perform and identify the safety concerns that are associated with baseball and softball • Compare and contrast softball and baseball
5-6	NYS 1,2,3 NASPE 1,2,3,4,5	Adventure	<ol style="list-style-type: none"> 1. Cooperative Games <ol style="list-style-type: none"> a. Leader (a, c) b. Follower (a, c) c. Etiquette (a, c) d. Giving/Receiving feedback(a, c) e. communication (tone, body language, clear direction)(a, c) f. Safe Principals(a, c) 2. Differences between peers <ol style="list-style-type: none"> a. maturation, skill level, interest(a, c) 3. Referee <ol style="list-style-type: none"> a. Rule knowledge (listen and follow direction) (a, c) b. Fair play(a, c) c. Play safe (a, c) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyze what a leader and follower is as well as identify the difference and similarities between the two. • Identify examples of proper etiquette during physical education activities or any group work • Practice giving and receiving positive feedback • Identify positive and negative forms of communication • Identify types of communication • Analyze why communication is important • Understand and analyze the differences between skill level with peers • Understand the importance of playing fair and safe • Utilize understanding of rules/safety while refereeing
5-6	NYS 1,2,3 NASPE 1,2,3,4,5	Skill Related Fitness	<ol style="list-style-type: none"> 1. Skill Related Fitness Components (p, c) <ol style="list-style-type: none"> a. Agility b. Coordination c. Balance d. Speed e. Power 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and give examples of all 6 SRFC • Perform activities that practice all 6 SRFC • Differentiates between HRFC and SRFC

			<p>f. Reaction Time</p> <p>2. Differentiates between health related fitness components and skill related (p, c)</p>		
5-6	<p>NYS 1,2,3 NASPE 1,2,3,4,5</p>	<p>Target Games</p>	<p>1. Target Games</p> <p>a. Shot selection (p, c)</p> <p>b. Basic etiquette and rules(p, c, a)</p> <p>c. Different types of target games(p, c)</p> <p>i. Kan jam</p> <p>ii. Lawn darts</p> <p>iii. Baggo</p> <p>iv. Golf</p> <p>v. Bowling</p> <p>d. Keeping score (p, c)</p> <p>e. Social interactions during target games (a)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify various target games Analyze the difference and similarities between target games Analyze why physical activity can improve social and emotional wellbeing 	
5-6	<p>NYS 1,2,3 NASPE 1,2,3,4,5</p>	<p>Nutrition</p>	<p>1. Nutrition</p> <p>a. analyze impact of food choices relative to physical activity, sport, personal health (a, c)</p> <p>b. identifies foods within each of the basic food groups(c)</p> <p>c. serving/portion size(c)</p> <p>d. Effects on self (a)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Analyze the impact of food choices relative to PA, sport, and personal health Identify foods in each of the food groups Creates a healthy plate/meal Tracks food intake Identifies the effects diet has on emotional, physical, mental well being 	
5-6	<p>NYS 1,2,3 NASPE 1,2,3,4,5</p>	<p>Soccer</p>	<p>1. Soccer</p> <p>a. passing (p, c)</p> <p>b. shooting - with power (p, c)</p> <p>c. Positions (p, c)</p> <p>d. dribble - control & speed (p, c)</p> <p>e. defensive position (p, c)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Perform a pass using the inside of their foot, shoot with power. Identify positions on a field Dribble with the ball close and at different speeds Demonstrate a defensive position 	
5-6	<p>NYS</p>	<p>Fitness</p>	<p>1. Fitness Testing (p, c)</p>	<p>Students will be able to:</p>	

1,2,3 NASPE 1,2,3,4,5		<ol style="list-style-type: none"> a. Pacer b. Pushups c. Sit ups d. Flexibility - sit and reach <p>Charts/Analyzes AND describes personal physical activity (p, c)</p> <ol style="list-style-type: none"> 2. Health related fitness components (p, c) <ol style="list-style-type: none"> a. Cardio Endurance <ol style="list-style-type: none"> i. aerobic and anaerobic ii. Heart Rate b. Flexibility c. Muscular Strength d. Muscular Endurance e. Body Mass Index 4. FITT Formula (p, c) <ol style="list-style-type: none"> a. frequency, intensity, type, time 5. Major Muscle identification (c) 6. Skill Related Fitness Components (p, c) <ol style="list-style-type: none"> a. Agility b. Coordination c. Balance d. Speed e. Power f. Reaction Time 7. Differentiates between health related fitness components and skill related. (p, c) 8. Importance of warmup and cool down (p, c) 9. Assessment and Planning (p, c, a) <ol style="list-style-type: none"> a. designing fitness plan to enhance fitness b. reflection of activity 	<ul style="list-style-type: none"> • Analyze the importance of tracking fitness • Perform fitness testing and analyze their results compared to national standards for their age/gender • Charts physical activity and analyzes pros/cons • Identify the HRFC and SRFC • Perform activities that improve their HRFC and SRFC • Compare and contrast aerobic vs anaerobic • Find heart rate and analyze reason for tracking heart rate • Identify the components of FITT formula • identify / locate major muscle groups • Analyzes the importance of warmups and cool downs • Design a fitness plan to enhance one's personal fitness • Reflect on fitness
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3-4	NASPE Standards: 1, 2, 3, 4, and 5 NYS Standards: 1, 2, and 3	Fitness Fun Run	<ol style="list-style-type: none"> 1. Locomotor- jogging and running (p) 2. Movement concepts- speed, direction, and force (p) 3. Physical activity knowledge (c) 4. Engages in physical activity (p) 5. Fitness knowledge (c) 6. Nutrition (c) 7. Personal responsibility (a) 8. Personal responsibility- reflects on social behavior (a) 9. Working with others (a) 10. Rules & etiquette (a) 11. Safety (a) 12. Health (c) 13. Social interaction (a) 	<p>Identify Cardiovascular/Aerobic/Heart related fitness</p> <p>Understand the difference between jogging and running</p> <p>Understand the importance of diet and fitness</p> <p>Understand student safety and working with others</p> <p>Full value concept</p>
3-4	NASPE Standards: 1, 2, 3, 4, and 5 NYS Standards: 1, 2, and 3	Fitness Challenges/ Football	<ol style="list-style-type: none"> 1: Overhand throw/passing with hands (p) 2. Space (c) 3. Physical activity and knowledge (pop warner football team) (c) 4. Safety (a) 5. Social interaction: working with others (a) 	<p>Understand the importance of Aerobic/Heart/Cardiovascular health.</p> <p>Understand how to throw a football and catch a football.</p>
3-4	NASPE Standards: 1, 2, 3, 4, and 5 NYS Standards: 1, 2, and 3	Aerobic Games/Soccer	<ol style="list-style-type: none"> 1. Locomotor- jogging and running (p) 2. Locomotor- combinations (p) 3. Manipulative- dribbling with feet (p) 4. Manipulative- passing and receiving with feet (p) 5. Manipulative- kicking (p) 6. Movement concepts- space (a) 7. Movement concepts- speed, direction, force (p) 8. Physical activity knowledge (c) 9. Personal responsibility (a) 10. Rules & etiquette (a) 	<p>Identify Cardiovascular/Aerobic/Heart related fitness</p> <p>Soccer/futbol- a world renowned sport</p> <p>Demonstrate dribbling a soccer ball in various activities</p> <p>Work with others in a group</p> <p>Full value concept</p>

			<p>11. Safety (a)</p> <p>12. Social interaction (a)</p>	
3-4	<p>NASPE Standards: 1, 2, 3, 4, and 5</p> <p>NYS Standards: 1, 2, and 3</p>	Project Adventure	<p>1. Locomotor- jogging and running (p)</p> <p>2. Locomotor- combinations (p)</p> <p>3. Movement concepts- speed, direction, force (p)</p> <p>4. Movement concepts- strategies and tactics (c)</p> <p>5. Engages in physical activity (p)</p> <p>6. Fitness knowledge (c)</p> <p>7. Personal responsibility (a)</p> <p>8. Personal responsibility-reflects on social behavior (a)</p> <p>9. Accepting feedback-from peers and adults (a)</p> <p>10. Working with others (a)</p> <p>11. Rules & etiquette (c)</p> <p>12. Safety (a)</p> <p>13. Health (c)</p> <p>14. Challenge (p)</p> <p>15. Self-expression & enjoyment (a)</p> <p>16. Social interaction (a)</p>	<p>Work cooperatively in small groups</p> <p>Experience a sense of community</p> <p>Connect with students in different ways</p> <p>Full value concept</p>
3-4	<p>NASPE Standards: 1, 2, 3, 4, and 5</p> <p>NYS Standards: 1, 2, and 3</p>	Basketball	<p>1. Locomotor- combinations (p)</p> <p>2. Manipulative- passing with hands (p)</p> <p>3. Manipulative-catching (p)</p> <p>4. Manipulative- dribbling/ball control with hands (p)</p> <p>5. Movement concepts- space (a)</p> <p>6. Physical activity knowledge (c)</p> <p>7. Engages in physical activity (p)</p> <p>8. Personal responsibility (a)</p> <p>9. Personal responsibility-reflects on social behavior (a)</p> <p>10. Accepting feedback-from peers and adults (a)</p> <p>11. Working with others (a)</p> <p>12. Rules & etiquette (c)</p>	<p>Work cooperatively with one another</p> <p>Show support for one another</p> <p>Understand that basketball is a cardiovascular sport</p> <p>Understand the cues for dribbling the basketball</p> <p>Understand the cues for passing the basketball</p> <p>Full value concept</p>

			<p>13. Safety (a) 14. Challenge (a) 15. Self-expression & enjoyment (a) 16. Social interaction (a)</p>		
3-4	<p>NASPE Standards: 1, 2, 3, 4, and 5</p> <p>NYS Standards: 1, 2, and 3</p>	American Ninja Warrior	<p>1. Locomotor- hopping, galloping, running, sliding, skipping, leaping (p) 2. Locomotor- jogging, running (p) 3. Locomotor- jumping and landing, horizontal plane/vertical plane (p) 4. Locomotor- combinations (p) 5. Nonlocomotor (stability)- balance, weight transfer, rolling, curling and stretching, twisting and bending, combinations, balance and weight transfers (p) 6. Movement concepts- pathways, shapes, levels (c) 7. Movement concepts- speed, direction, force (p) 8. Movement concepts- alignment and muscular tension (p) 9. Engages in physical activity (p) 10. Fitness knowledge (c) 11. Assessment and program planning (c) 12. Nutrition (c) 13. Personal responsibility (a) 14. Accepting feedback (a) 15. Working with others (a) 16. Rules & etiquette (a) 17. Safety (a) 18. Health (c) 19. Challenge (p) 20. Self-expression & enjoyment (a) 21. Social interaction (a)</p>	<p>Play safe and utilize the full value concept</p> <p>Work cooperatively with one another</p> <p>Show support for one another</p> <p>Cardiovascular Exercise: exercising the heart- the most important muscle of the human body</p> <p>Muscular Strength: the ability of a muscle to exert force</p> <p>Muscular endurance: the ability to exert force over a longer period of time</p>	
3-4	NASPE Standards: 1, 2, 3, 4, and 5	Health and Nutrition	<p>1. Locomotor- hopping, galloping, running, sliding, skipping, leaping (p) 2. Locomotor- jogging, running (p) 3. Manipulative- overhand throw (p)</p>	<p>Play safe and utilize the full value concept</p> <p>Work cooperatively with one another</p> <p>Show support for one another</p>	

	NYS Standards: 1, 2, and 3		<p>4. Manipulative- underhand throw (p)</p> <p>5. Manipulative- catching (p)</p> <p>6. Movement concepts- pathways, shapes, levels (c)</p> <p>7. Movement concepts- speed, direction, force (p)</p> <p>8. Movements concepts- strategies and tactics (c)</p> <p>9. Engages in physical activity (p)</p> <p>10. Fitness knowledge- describes fitness and components of health related fitness (c)</p> <p>11. Fitness knowledge- recognizes the importance of a warm-up and cool-down (c)</p> <p>12. Assessment and program planning (c)</p> <p>13. Nutrition (c)</p> <p>14. Personal responsibility (a)</p> <p>15. Accepting feedback (a)</p> <p>16. Working with others (a)</p> <p>17. Rules & etiquette (a)</p> <p>18. Safety (a)</p> <p>19. Health (c)</p> <p>20. Challenge (p)</p> <p>21. Self-expression & enjoyment (a)</p> <p>22. Social interaction (a)</p>	<p>Identify Locomotor Movements and the difference between Jogging and Running</p> <p>Identify Movement Concepts: Strategies and Tactics (Defense and Offense)</p> <p>Understand what are Healthy Foods and the Importance of Hydration</p> <p>Understand what Health is and the Benefits of Physical Activity</p>
3-4	<p>NASPE Standards: 1, 3, 4, and 5</p> <p>NYS Standards: 1, 2, and 3</p>	Climbing	<p>1. Nonlocomotor (stability)- balance (p)</p> <p>2. Nonlocomotor (stability)- weight transfer (p)</p> <p>3. Nonlocomotor (stability)- curling, stretching, twisting, and bending (p)</p> <p>4. Physical activity knowledge (c)</p> <p>5. Engages in physical activity (p)</p> <p>6. Personal responsibility (a)</p> <p>7. Accepting feedback (a)</p> <p>8. Working with others (a)</p> <p>9. Rules & etiquette (c)</p> <p>10. Safety (a)</p> <p>11. Health (c)</p> <p>12. Challenge (a)</p> <p>13. Self-expression & enjoyment (a)</p>	<p>Play safe and utilize the full value concept</p> <p>Work cooperatively with one another</p> <p>Show support for one another</p> <p>Stabilize themselves using Balance and Weight Transfer</p> <p>Use different Strategies and Tactics</p> <p>Understand what it takes to be Healthy and Climb Outside of PE class</p>

3-4	NASPE Standards: 1, 2, 3, 4, and 5 NYS Standards: 1, 2, and 3	Free Day	14. Social interaction (a)	Use Safety and Progression
			1. Locomotor- jogging and running (p) 2. Locomotor- combinations (p) 3. Manipulative- underhand/overhand throw (p) 4. Manipulative- passing with hands (p) 5. Manipulative- catching (p) 6. Manipulative- dribbling with hands (p) 7. Manipulative- dribbling with feet (p) 8. Manipulative- passing and receiving with feet (p) 9. Manipulative- dribbling in combination (p) 10. Manipulative- kicking (p) 11. Manipulative- volley, underhand (p) 12. Manipulative- striking, short implement (p) 13. Manipulative- jumping rope (p) 14. Movement concepts- space (a) 15. Movement concepts- speed, direction, force (p) 16. Movement concepts- strategies and tactics (c) 17. Physical activity knowledge (c) 18. Engages in physical activity (p) 19. Hydration (c) 20. Personal responsibility (a) 21. Personal responsibility-reflects on social behavior (a) 22. Accepting feedback-from peers and adults (a) 23. Working with others (a) 24. Rules & etiquette (c) 25. Safety (a) 26. Health (c) 27. Challenge (a) 28. Self-expression 7 enjoyment (a) 29. Social interaction (a)	Work cooperatively in small groups Understand the importance of space Understand the importance of safety Full value concept

3-4	NASPE Standards: 1, 2, 3, and 4 NYS Standards: 1, 2, and 3	Baseball/ Softball	<ol style="list-style-type: none"> 1. Locomotor- jogging and running (p) 2. Manipulative- underhand/overhand throw (p) 3. Manipulative- Passing with hands (p) 4. Manipulative- catching (p) 5. Manipulative- striking, long implement (p) 6. Movement concepts- speed, direction, force (p) 7. Movement concepts- strategies and tactics (c) 8. Physical activity knowledge (c) 9. Engages in physical activity (p) 10. Fitness knowledge (c) 11. Personal responsibility (a) 12. Personal responsibility-reflects on social behavior (a) 13. Accepting feedback-from peers and adults (p) 14. Working with others (a) 15. Rules & etiquette (a) 	<p>Work cooperatively with a partner</p> <p>Throw a ball using correct technique</p> <p>Catch a ball using proper form</p> <p>Understand the importance of safety and personal space</p> <p>Full value concept</p>
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K-2	NYS Standard 1 NYS Standard 2 NYS Standard 3 NASPE Standard 1 NASPE Standard 3 NASPE Standard 4 NASPE Standard 5	Introduction to P.E.	<ol style="list-style-type: none"> 1. Introduction to psychomotor movements(p). 2. Learn what P.E is and why it is important to move and be physically active (c). 3. Learn that we are a community(a). 4. Learn that we want our community to be a safe, clean, and fun environment (a). 5. Follows directions given by teacher (a). 	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Differentiate between movement in personal (self-space) and general space. • Participate actively in physical education class. • Engage actively in physical education class. • Recognize the established protocol for class activities.
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K-2	<p>NYS Standard 1 NYS Standard 2</p> <p>NASPE Standard 1 NASPE Standard 2 NASPE Standard 3 NASPE Standard 4 NASPE Standard 5</p>	Locomotor Movements	<ol style="list-style-type: none"> 1. Skipping (p) 2. Galloping (p) 3. Jogging (p) 4. Running (p) 5. Side Sliding (p) 6. Hopping (p) 7. Leaping (p) 8. Jumping (p) 9. Can model all of the locomotor movements and understand the differences between each (c). 10. Understands that moving safely in the gym protects others in the class (a). 	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Complete the locomotor skills throughout the gym. • Understand the differences between each one of the movements. • Continue to practice the movements throughout the class to become better movers.
K-2	<p>NYS Standard 1 NYS Standard 2</p> <p>NASPE Standard 1 NASPE Standard 2 NASPE Standard 3 NASPE Standard 4 NASPE Standard 5</p>	Movement Concepts	<ol style="list-style-type: none"> 1. Moving throughout the gym using the different movements taught in the previous unit (p). 2. Moving at different speeds (p). 3. Levels and pathways (p). 4. Differentiating between the locomotor movements (c). 5. Understanding the differences in speed and force (c). 6. Understand we use the different pathways to move safely throughout the gym (a). 7. We are responsible for our actions in class and we must keep ourselves, and others safe while moving (a). 	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Move through space. • In rhythm • With locomotor movements in rhythm • Move at different levels • High, middle, and low levels • Over, under, through • Curved, Straight, Zig Zag. • 3. Differentiate and understand forces and speeds. • Fast and Slow speeds • Lighter and harder force • Understand that it is important for the safety of others that we are able to move in different pathways.
K-2	<p>NYS Standard 1 NYS Standard 2</p>	Throwing and Catching	<ol style="list-style-type: none"> 1. Tossing the ball in the air to 	<p><u>Students will be able to:</u></p> <p>K:</p>

	<p>NYS Standard 3</p> <p>NASPE Standard 1</p> <p>NASPE Standard 4</p> <p>NASPE Standard 5</p>		<p>self (p).</p> <ol style="list-style-type: none"> 2. Tossing ball underhand to a target (p). 3. Tossing a ball and catching after a bounce (p). 4. Catching a ball tossed from a partner (p). 5. Will be able to name the cues for throwing underhand: Step with opposite, tick-tock, follow through (c). 6. Over hand: Step with opposite, hello, throw (c). 7. Respectfully correct one another if a cue is being misused (a). 8. Accepts feedback and looks to improve (a). 	<ol style="list-style-type: none"> 1: <ul style="list-style-type: none"> ● Throw underhand with opposite foot forward. ● Drop a ball and catches it before it bounces twice. ● Catch a large ball tossed by a skilled thrower. 2: <ul style="list-style-type: none"> ● Throw underhand, demonstrating 2 of the 5 critical elements of a mature pattern. ● Catch a soft object from a self toss before it bounces. ● Catch various sizes of balls self-tossed or tossed by a skilled thrower. ● Throw underhand using a mature pattern. ● Throw overhand, demonstrating 2 of the 5 critical elements of a mature pattern. ● Catch a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. ● Name all cues for throwing and catching.
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K-2	<p>NYS Standard 1 NYS Standard 2 NYS Standard 3</p> <p>NASPE Standard 1 NASPE Standard 2 NASPE Standard 4 NASPE Standard 5</p>	<p>Manipulative: Use of feet to kick or dribble.</p>	<ol style="list-style-type: none"> 1. Kicking a stationary ball(K) (p). 2. Introduction to dribbling with feet(K) (p). 3. Dribbles ball forward at a slow speed(1) (p). 4. Kicks moving ball forward(2) (p). 5. Dribbles in self Space (2) (p) 6. Can name a sport where hands are not allowed to be used (c). 7. Understands ball control and why dribbling is used (c). 8. Learns about teamwork (a). 9. Shares equipment and space with others (a). 	<p><u>Students will be able to:</u></p> <p>K:</p> <ul style="list-style-type: none"> ● Kick a stationary ball from a stationary position, demonstrating 2 of the 5 critical elements of a mature kicking pattern. ● Tap a ball using the inside of the foot, sending it forward. <p>1:</p> <ul style="list-style-type: none"> ● Approach a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern. ● Tap or dribble a ball using the inside of the foot while walking in general space <p>2:</p> <ul style="list-style-type: none"> ● Dribble with the feet in general space with control of ball and body. ● Use a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.
K-2	<p>NYS Standard 1 NYS Standard 2 NASPE Standard 1</p> <p>NASPE Standard 4 NASPE Standard 5</p>	<p>Striking with hand/short/long handled implement.</p>	<ol style="list-style-type: none"> 1. Striking a balloon upward (p). 2. Striking different sized balls off of a tee or cone (p). 3. Striking balloons or different sized balls upward using hand (p). 4. Learn that striking an object is not all about the muscles in your arm (c). 5. Learn how the cues help engage all muscles in the body to help them be successful (c) 6. Students while striking will make sure they are in a safe space (a). 7. When striking the ball off of the tee students will look and make 	<p><u>Students will be able to:</u></p> <p>K:</p> <ul style="list-style-type: none"> ● 1. Strike a lightweight object with hand, pool noodle, or short handled racket. <p>1:</p> <ul style="list-style-type: none"> ● Strike a lightweight object with a short handled implement sending it upward. ● 2: ● Strike a ball upward using a short handled implement, hitting the ball consecutively. ● Strike a ball off a tee or cone with a bat, using correct grip and side orientation/ proper body orientation.

			sure students are in the “dugout” before swinging (a).	
K-2	<p>NYS Standard 1 NYS Standard 2</p> <p>NASPE Standard 1 NASPE Standard 2 NASPE Standard 4 NASPE Standard 5</p>	Volleying	<ol style="list-style-type: none"> 1. Volleys with a balloon to self with catch (p). 2. Volleys balloon in air consecutively (p). 3. Volleys balloon upward to partner or group (p). 4. Can name what sport that volleying in this way is used for (c). 5. Will know that a different type of volley is used in other sports (c). 6. Will share equipment with others in the class (a). 7. Works well with others partners or small groups (a). 	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Volley a lightweight object (balloon), sending it upward. • Volley an object with an open palm, sending it upward. • Volley an object upward with consecutive hits. • Can name the cues needed to volley a balloon or ball using an open hand upward.
K-2	<p>NYS Standard 1 NYS Standard 2 NYS Standard 3</p> <p>NASPE Standard 1 NASPE Standard 4 NASPE Standard 5</p>	Dribbling Using Hands	<ol style="list-style-type: none"> 1. Dribbling with one hand (p). 2. Dribbling with favorite hand (p). 3. Dribbling consecutively with a favorite hand (p). 4. Names cues for dribbling: 5. Bent knees, Eyes up, Finger Pads (c). 6. Understands that it is important, as a good community member, to follow the directions for the safety of others (a). 	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Dribble a ball with one hand, attempting the second contact. • Dribble continuously in self-space using the preferred hand. • Dribble in self-space with preferred hand demonstrating a mature pattern. • Dribble using the preferred hand while walking in general space.

K-2	<p>NYS Standard 1 NYS Standard 2 NYS Standard 3</p> <p>NASPE Standard 1 NASPE Standard 2 NASPE Standard 3 NASPE Standard 4 NASPE Standard 5</p>	Cooperative Games	<ol style="list-style-type: none"> 1. Parachute Games (p) 2. Partner problem solving with different levels and locomotor movements (p). 3. Class Problem solving with different levels and locomotor movements (p). 4. Develops strategies to solve problems in class with others (c). 5. Understands why listening to others is important to solving problems (c). 6. Personal Responsibility when working with others (a). 7. Personal Responsibility when working with small or large groups (a). 	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> ● Follow directions in group settings (e.g., safe behaviors, following rules, taking turns). ● Accept personal responsibility by using equipment and space appropriately. ● Acknowledge responsibility for behavior when prompted. ● Follow the rules and parameters of the learning environment.
K-2	<p>NYS Standard 1 NYS Standard 2 NYS Standard 3</p> <p>NASPE Standard 1 NASPE Standard 2 NASPE Standard 3 NASPE Standard 4 NASPE Standard 5</p>	Health and Nutrition	<ol style="list-style-type: none"> 1. Using locomotor movements and other exercises to elevate heart rate (p). 2. Understand and Recognizes what foods should be eaten in higher amounts (c). 3. Recognizes which foods should only be eaten some of the time (c). 4. Learn that there are different aspects that make up a healthy individual. For example, our attitudes and behaviors can attribute to our mental health 	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> ● Recognize that food provides energy and that physical activity is important for good health. ● Differentiate between healthy and unhealthy foods. ● Recognize the “good health balance” of good nutrition with physical activity ● Understand that mental health is very important. How we think, our interactions, behaviors, and attitudes all attribute to our mental health. ● Understand that mental health is very important to our well being. ● Talk about strategies on ways to handle stress.

			<p>(c).</p> <p>5. Students will work together in groups to put together the healthiest meals they can with the food cards (a).</p>	
K-2	<p>NYS Standard 1</p> <p>NYS Standard 2</p> <p>NASPE Standard 1</p> <p>NASPE Standard 4</p>	Jumping and Landing	<ol style="list-style-type: none"> 1. Jumping and Landing (p) 2. Over Lines (p) 3. Over jump ropes (p) 4. Pool Noodles (p) 5. In and out of hula hoops (p) 6. Using one foot: dominant and non dominant (p). 7. Follows the rules and parameters of the learning environment (a). 8. Respectfully reminds peers of the correct way to participate in the activities (a). 9. Can decipher the differences between a jump, hop, and leap (c). 10. Can name the different parts that make up skipping (c). 	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Perform jumping and landing actions with balance. • Demonstrate 2 of the 5 critical elements for jumping and landing in a horizontal plane using two-foot takeoffs and landings. • Demonstrate 2 of the 5 critical elements for jumping and landing in a vertical plane.

III. Attachments: Resources, guidelines, copies of Bd. Of Ed Policy, etc.

2. Elementary Grading Policy

B.C.E.S. K-2 PHYSICAL EDUCATION GRADING RUBRIC	<u>EXCEEDING</u> <u>STANDARDS</u> <u>4</u>	<u>MEETING</u> <u>STANDARDS</u> <u>3</u>	<u>MAKING</u> <u>PROGRESS</u> <u>2</u>	<u>NOT MEETING</u> <u>STANDARDS</u> <u>1</u>
COOPERATIVE BEHAVIOR AND EFFORT	<ol style="list-style-type: none"> 1. Works beyond grade level expectations to show leadership as well as sportsmanship qualities 2. Goes above and beyond to include others 3. Consistently volunteers to demonstrate a new activity with success 4. Exhibits a positive attitude to adults and peers 5. Is always aware of others and complies with all safety measures 	<ol style="list-style-type: none"> 1. Consistently follows directions 2. Demonstrates sportsmanship qualities 3. Consistently demonstrates effort regardless of the activity 4. Frequently prepared for class with proper shoes 5. Displays Cooperation 6. Almost always follows the rules 	<ol style="list-style-type: none"> 1. Listens and follows directions most of the time 2. Difficulty sometimes demonstrating self/body control 3. Inconsistently demonstrates effort 4. Sometimes distracts class by behavior 5. Sometimes unprepared to PE 6. Has difficulty working in groups 7. Sometimes ignores safety rules 	<ol style="list-style-type: none"> 1. Does not listen or follow directions 2. Needs constant reminders to stay on task 3. Has to take breaks during many of the classes 4. Is not able to show sportsmanship qualities (Eg: arguing with others) 5. Does not show effort during activities 6. Has difficulty working in groups and makes negative comments to others
MOVEMENT , MOTOR SKILLS, AND APPLICATION	<ol style="list-style-type: none"> 1. Surpasses grade level expectations with advanced skills and tactics 2. Has advanced ability in subject 	<ol style="list-style-type: none"> 1. Demonstrates correct form on a regular basis 2. Uses new strategies and cues for success 3. Grasps new skills very quickly with practice 	<ol style="list-style-type: none"> 1. Demonstrates correct form for <u>some</u> of the activities 2. Has <u>some</u> success with activities 3. <u>Sometimes</u> needs to be visually or verbally shown how to do the skill in a 1 on 1 setting 	<ol style="list-style-type: none"> 1. Struggles to grasp many of the age appropriate teaching cues 2. Has little to no success in many of the activities 3. Tries to copy another student during most activities

BENJAMIN COSOR ELEMENTARY SCHOOL
PHYSICAL EDUCATION DAILY GRADING RUBRIC FOR GRADES 3 AND 4

	EXCEEDS THE STANDARDS 4	MEETS THE STANDARDS 3	ADEQUATELY MEETS THE STANDARDS 2	NEEDS WORK MEETING THE STANDARDS 1	IS NOT ATTEMPTING TO MEET THE STANDARDS 0
P R E P A R E	Wears sneakers appropriate for physical education and clothing appropriate for the daily activity	Does not wear appropriate sneakers and/or appropriate clothing, but completes alternate assignment or activity	Does not wear appropriate sneakers and/or appropriate clothing, but completes most of alternate assignment or activity	Does not wear appropriate sneakers and/or appropriate clothing, but completes some of the alternate assignment or activity	Does not wear appropriate sneakers and/or appropriate clothing, and does not complete alternate assignment or activity
P A R T I C I P A T I O N	Follows teacher's instructions without hesitation all the time Participates in all class activities all the time Always uses skills taught and applies skills to game or performance	Follows teacher's instructions without hesitation most of the time Participates in class activities most of the time without a reminder Uses skills taught most of the time and attempts to apply	Follows teacher's instructions inconsistently Occasionally needs to be reminded to participate in class activities Sometimes uses skills taught and applies them only when reminded	Rarely responds to teacher's instructions Constantly needs to be reminded to participate in class activities Rarely uses skills taught, must be constantly reminded about application	Fails to respond to teacher's instructions Fails to start the class activities even after told to do so by the teacher Does not use skills taught, does not apply skills
E F F O R T	Completes all exercises and drills to the best of his/ her ability all of the time Takes a physically active part in game or activity all the time	Completes all exercises and drills to the best of his/her ability most of the time Takes a physically active part in game or activity most of the time	Attempts most exercises and drills Requires some reminding to participate in game or activity	Attempts some exercises and drills Requires persistent reminding t participate in game or activity	Does not attempt exercise or drills Does not participate in game or activity
B E H A V I O R	Listens without disturbing others all of the time Gives positive support to teammates or classmates all the time	Listens without disturbing others most of the time Gives positive support to teammates or classmates some of the time	Responds to verbal and non verbal cues to listen to instructions Occasionally gives positive support to teammates or classmates	Requires daily reminding to listen to instructions Offers no positive support to teammates or classmates	Does not listen to instructions even when reminded Is negative to teammates or classmates

Benjamin Cosor Elementary School
Physical Education Daily Grading Rubric Grades 5 and 6

	EXCEEDS THE STANDARDS 4	MEETS THE STANDARDS 3	PARTIALLY MEETS THE STANDARDS 2	NEEDS WORK MEETING THE STANDARDS 1	NOT ATTEMPTING TO MEET THE STANDARDS 0
P R E P A R E D	Wears appropriate footwear (sneakers) for Physical Education. No boots, flats, sandals. Wears appropriate clothing (shorts/pants, t-shirts, shorts under dress) for Physical Education. No jewelry	Does not wear appropriate footwear and/or clothing for Physical Education but completes an alternative assignment (worksheet).	Does not wear appropriate footwear and/or clothing for Physical Education but completes most of (more than half) an alternative assignment (worksheet).	Does not wear appropriate footwear and/or clothing for Physical Education but completes some of (less than half) an alternative assignment (worksheet).	Does not wear appropriate footwear and/or clothing for Physical Education but does not complete any portion of an alternative assignment (worksheet).
P A R T I C I P A T I O N	Actively engaged in all activities for the entire period. Follows all instructions from the teacher without hesitation during the entire period. Consistently uses the skills taught by the teacher and appropriately applies those skills in games or activities for the entire period.	Actively engaged in activities for most of the period. Follows instructions from the teacher during most of the period. Uses the skills taught by the teacher and appropriately applies those activities for most of the period.	Inconsistently engaged in class activities. Inconsistently follows instructions from the teacher. Sometimes uses the skills taught by the teacher and appropriately applies those skills in games or activities.	Constantly needs redirection and reminders to be actively engaged in class activities. Rarely follows instructions from the teacher. Rarely uses the skills taught by the teacher and appropriately applies those skills in games or activities..	Fails to start or participate at all in the class activities - even after being redirected to do so by the teacher. Fails to respond to the teachers instructions. Does not use skills taught by the teacher or apply those skills in games or activities.
E F F O R T	Completes all activities, exercises or drills to the best of their ability all of the time. Takes on leadership roles in games all the time.	Completes all activities, exercises or drills to the best of their ability most of the time. Often takes on leadership roles in games.	Inconsistently completes all activities, exercises or drills to the best of their ability. Sometimes takes on leadership roles in games.	Constantly needs reminders to complete activities, exercises or drills to the best of their ability. Rarely takes on leadership roles in games.	Does not attempt to engage in activities, exercises or drills. Does not participate in games.
B E H A V I O R	Listens to the teacher without disrupting others all of the time. Demonstrates responsible personal and social behavior by giving positive support to classmates all of the time.	Listens to the teacher without disrupting others most of the time. Demonstrates responsible personal and social behavior by giving positive support to classmates most of the time.	Needs verbal or non-verbal cues to listen to the teacher. Occasionally demonstrates responsible personal and social behavior by giving positive support to classmates.	Sometimes disrupts the teacher's or others students' focus by not listening, talking, and/or laughing when the teacher is talking. Offers no positive support to classmates.	Consistently disrupts the teacher's or other students' focus by not listening, talking, and/or laughing when the teacher is talking - even when reminded not to do so. Makes negative comments toward classmates.

III. Attachments: Resources, guidelines, copies of Bd. Of Ed Policy, etc.

3. Secondary Grading Policy

Fallsburg JSHS Physical Education Daily Grading Rubric (12 total points)

Points -->	3	2	1	0
Preparedness	Student arrives to class on time, is dressed in appropriate attire and footwear. Changes in a timely manner and locks electronics.	Student is tardy to class, is dressed appropriately. Changes in a timely manner (if necessary) and locks electronics.	Student may be on time or tardy and does not dress appropriately but wears sneakers. Uses electronics during class.	Student is tardy and does not have appropriate footwear and clothing. Uses electronics during class.
Participation/Effort	Student participates with full effort in all activities and remains on task without reminders.	Student participates with full effort in most activities and remains on task throughout most of the class.	Student participates in some activities and/or exhibits very low effort. Student is off task often.	Student does not participate in any class activities.
Behavior	Student exhibits excellent behavior, attitude, cooperation, uses appropriate language and follows all instruction. Student respects students, teachers and/or school property.	Student exhibits good behavior, attitude, cooperation, uses appropriate language and follows most instruction. Student respects students, teachers and/or school property.	Student exhibits inconsistent behavior, attitude, cooperation, uses inappropriate language and only follows some instruction. Student disrespects students, teachers and/or school property.	Student exhibits poor behavior, attitude, cooperation, uses inappropriate language. Student does not follow instruction nor respects students, teachers and school property.
Skill/Activity Knowledge	Student displays excellent sense of understanding of the activity's rules, concepts and strategies. Demonstrates strong skill acquisition.	Student displays good sense of understanding of the activity's rules, concepts and strategies. Demonstrates proficient skill acquisition.	Student displays little understanding of the activity's rules, concepts and strategies. Demonstrates little skill acquisition.	Student displays no sense of understanding of the activity's rules, concepts and strategies. Demonstrates no skill acquisition.

- III. Attachments: Resources, guidelines, copies of Bd. Of Ed Policy, etc.
 - 4. Athletic Participation Physical and Update forms

NYSED requires an annual physical exam for new entrants, students in Grades K, 2, 4, 7, and 10, sports, working permits, and triennially for the Committee on Special Education (CSE).

HEALTH APPRAISAL FORM

Name: _____ Date of Birth: _____
School: Fallsburg Central School District Gender: ☐ M ☐ F Grade: _____

IMMUNIZATIONS / HEALTH HISTORY

☐ Immunization record attached
☐ No Immunizations given today
☐ Immunizations given since last Health Appraisal: *****SEE BACK OF FORM*****

Sickle Cell Screen: ☐ Positive ☐ Negative ☐ Not Done Date: _____
PPD: ☐ Positive ☐ Negative ☐ Not Done Date: _____
Elevated Lead: ☐ Positive ☐ Negative ☐ Not Done Date: _____
Dental Referral: ☐ Positive ☐ Negative ☐ Not Done Date: _____

Significant Medical/Surgical History: ☐ See Attached _____

Specify Current diseases: ☐ Asthma Diabetes: ☐ Type 1 ☐ Type 2 ☐ Hyperlipidemia ☐ Hypertension
☐ Other: _____
Allergies: ☐ LIFE THREATENING ☐ Food: _____ ☐ Insect: _____ ☐ Other: _____
☐ Seasonal ☐ Medication: _____

PHYSICAL EXAM

Height: _____ Weight: _____ Blood Pressure: _____ Date of Exam: _____

		Referral	
Body Mass Index: _____	Vision – without glasses /contact lenses	R	L
Weight Status Category (BMI Percentile):	Vision – with glasses/ contact lenses	R	L
<input type="checkbox"/> less than 5" <input type="checkbox"/> 5" through 49" <input type="checkbox"/> 50" through 84"	Vision – Near Point	R	L
<input type="checkbox"/> 85" through 94" <input type="checkbox"/> 95" through 98" <input type="checkbox"/> 99" and higher	Hearing <input type="checkbox"/> Pass 20 db sc both ears or:	R	L

☐ EXAM ENTIRELY NORMAL Tanner: I. II. III. IV. V. Scoliosis: ☐ Negative ☐ Positive: _____

Specify any abnormality (use reverse of form if needed): _____

MEDICATIONS

Medications (list all): ☐ None ☐ Additional medications listed on reverse form

Name: _____ Dosage/Time: _____

Name: _____ Dosage/Time: _____

If AM dose is missed at home: _____

I assess this student to be self-directed ☐ Yes ☐ No Student may self-carry and self-administer medication ☐ Yes ☐ No

Note: Nurse will also assess self-direction for the school setting. Please advise parent to send in additional medication in the event that emergency sheltering is necessary at school or if the morning medication has not been given.

PHYSICAL EDUCATION / SPORTS / PLAYGROUND / WORK QUALIFICATION / CSE CONSIDERATION

☐ Free from contagious & physically qualified for all physical education, sports, playground, work & school activities OR only as checked:

_____ Limited contact: cheerlead, gymnastics, ski, volleyball, cross-country, handball, baseball, floor hockey, softball.
_____ Non-contact: badminton, bowl, golf, swim, table tennis, tennis, weight train, dance, track run, walk, rope jump.

☐ Specify medical accommodations needed for school: _____ ☐ None

☐ Known or suspected disability: _____ ☐ Please monitor

☐ Restrictions: _____ ☐ Please monitor

☐ Protective Equipment required:: ☐ Athletic Cup ☐ Sports goggles/impact resistant eyewear ☐ Other: _____

Provider's signature: _____ Phone: _____ (Stamp below)

Provider's Name/Address: _____ Fax: _____

Parent Signature: _____ Date: _____

This exam complies with NYSED requirements above and is valid for twelve months, with the exception of any illness or injury lasting more than five days that will require reviews by private healthcare provider and the school medical director.

FALLSBURG CENTRAL SCHOOL DISTRICT SPORTS HEALTH UP-DATE / PARENT PERMISSION FORM
RETURN THIS FORM TO YOUR SCHOOL NURSE

STUDENT NAME: _____ GRADE: _____ SEX: (M/F) _____ DOB: _____
 ADDRESS: _____ HOME PHONE: _____
 SPORT: _____ LEVEL: (circle one) MOD FRESH JV VAR
 PARENT / GUARDIAN NAME: _____ TEL: (w) _____ (Emergency Number): _____
 NAME OF FAMILY DOCTOR: _____ TELEPHONE NUMBER OF FAMILY DOCTOR: _____

I HEREBY APPLY FOR THE PRIVILEGE OF TRYING OUT FOR THE ABOVE SPORT AND FULLY RECOGNIZE MY RESPONSIBILITIES. I WILL BEHAVE IN A MANNER THAT WILL BE A CREDIT TO MY SCHOOL AND SPORT. I REALIZE THAT I MAY BE ASKED TO WITHDRAW FROM THE TEAM IN CASE I DO NOT. IF EXTENDED THE ABOVE PRIVILEGE, I WILL FOLLOW THE REGULATIONS IN THE ATHLETIC CODE AND ANY ADDITIONAL TRAINING RULES GIVEN TO ME BY MY COACH.

(STUDENT SIGNATURE)

MEDICAL HISTORY	Y	N	MEDICAL HISTORY	Y	N
Have you ever had a medical illness or injury since your last check up or sports physical?			Do you wear glasses or contacts?		
Have you been seen in the emergency room? Have you ever been hospitalized overnight?			Do you use any special protective or corrective equipment or devices that aren't usually used for your sport or position (for example, knee brace, special neck roll, foot orthotics, retainer on your teeth, hearing aid)?		
Are you currently taking any prescription or nonprescription (over the counter) medications or pills or using an inhaler?			Have you had any problems with your eyes or visions?		
Have you ever taken any supplements or vitamins to help you gain or lose weight or improve your performance?			Have you ever had a sprain, strain, or swelling after injury?		
Do you have any allergies (for example, to pollen, medicine, food, or stringing insects)?			Have you broken or fractured any bones or dislocated any joints?		
Do you carry an EpiPen?			Have you had any other problems with pain or swelling muscles, tendons, bones, or joints? If yes, check appropriate choice and explain below. ___Head ___Elbow ___Hip ___Neck ___Forearm ___Thigh ___Back ___Wrist ___Knee ___Chest ___Hand ___Ankle ___Shin/Calf ___Shoulder ___Finger ___Foot ___Upper Arm		
Have you ever passed out during or after exercise?					
Have you ever been dizzy during or after exercise?					
Have you ever had chest pain during or after exercise?					
Have you ever become ill from exercising in the heat?					
Have you ever been told you have a heart murmur?					
Has any family member or relative died of heart problems or of sudden death before age 50?					
Has a physician ever denied or restricted your participation in sports for any heart problems?			Do you have asthma?		
Do you have any current skin problems (for example, itching, rashes, acne, warts, fungus, or blisters)?			Do you cough, wheeze, or have trouble breathing during or after activity?		
Have you ever had a head injury or concussion? If so when?			FEMALES ONLY		
Have you ever been knocked out, become unconscious, or lost your memory?			When was your first menstrual period?		
Have you ever had a seizure?			When was your most recent menstrual period?		
Do you have frequent or severe headaches?					

If you answered yes to any question, please explain here: _____

I have read and understand the concussion policy _____
(Parent signature) (Student signature)

*List any chronic conditions here: _____

I am fully aware that there is a risk of physical injury in all sports participation. School provided insurance might not cover all medical expenses in case of injury. In case of an accident, I give the coach permission to obtain medical treatment of my child if I cannot be contacted. My insurance information is:

Company Name: _____ Policy Number: _____

If needed, the physical will be performed by: ☐ My family physician ☐ Fallsburg Central School doctor

I certify that all the above information is correct _____
(Signature of Parent or Guardian) (Date signed)

(SCHOOL USE ONLY)

THE ABOVE NAMED STUDENT HAS HAD A PHYSICAL EXAMINATION AND IS APPROVED TO COMPETE IN SPORTS AS PER THE HEALTH CARE PROVIDER DURING THE _____ SEASON OF THE _____ SCHOOL YEAR. B.P. _____

Restrictions (if any): _____

DATE OF PHYSICAL: _____ FALLSBURG CSD NURSE'S SIGNATURE: _____

DATE: _____

III. Attachments: Resources, guidelines, copies of Bd. Of Ed Policy, etc.

5. Athletic Code of Conduct

Student- Athlete Code of Conduct

The following Student Athletic Code of Conduct shall govern all student participants in the District's athletic programs and/or activities. These rules must be read and signed by all student athletes and their parent/guardian, signifying an agreement to abide by such Code of Conduct, and returned to the head coach each athletic season and sport.

No student will be permitted to tryout or practice with any team or coach prior to submitting the following forms: an interval medical form/physical medical form that must be signed by the parent/guardian and school nurse, a signed concussion information form, and a signed student athlete code of conduct risk and responsibilities acknowledgement.

ATHLETIC PROGRAM

Welcome to the Fallsburg Central School Interscholastic Athletic Program. This information has been prepared to be used as a reference by our student-athletes and their parents/guardians in an effort to define responsibilities as they pertain to the rules and regulations, as well as the policies and procedures for participation in our interscholastic athletics program.

The Fallsburg Central School Interscholastic Athletics program is governed by the regulations of the New York State Commissioner of Education and the Fallsburg Board of Education's basic code for extra class athletic activities. In addition, Fallsburg is a member of the Orange County Interscholastic Athletic Association (OCIAA), Section 9 (Sullivan, Orange, Dutchess, and Ulster Counties), and the NY State Public High School Athletic Association (NYSPHSAA).

The Mission Statement of our Interscholastic Athletic program is to foster the quest for excellence, through maximum participation, by creating an educational and competitive experience within an atmosphere for sportsmanship. We strive to develop individual and team potential by promoting high standards of competence, character, civility and citizenship.

We are excited to have you become a part of the Fallsburg Athletic Program. It should be understood by all students/athletes and their parents/guardians that it is a privilege to participate on an interscholastic team. With this privilege comes the responsibility of making a commitment to all rules and regulations. This information will acquaint you with some specific policies/rules that are necessary for a well-organized, safe athletic program.

Please feel free to contact the Athletic Office if you have any questions concerning the Fallsburg Athletic Program or this information. We look forward to working with you and hope that you take advantage of the tremendous opportunities that athletics provides.

Educational Outcomes of Fallsburg Central School District Interscholastic Athletic Program

Competence

A student athlete in Fallsburg athletics will become competent in terms of:

- Skill Development

- Knowledge of the Game/Strategies
- Fitness/Conditioning/Healthy Behavior

Character

A student athlete in Fallsburg will demonstrate:

- Responsibility
- Accountability
- Dedication
- Trustworthiness/Fair Play

Civility

A student athlete in Fallsburg will demonstrate civility towards others, showing:

- Respect
- Fairness
- Caring

Citizenship

A student athlete in Fallsburg will demonstrate citizenship through actions showing evidence of:

- Loyalty/Commitment
- Teamwork
- Role Modeling

Philosophy

Fallsburg Central School District understands that interscholastic athletics are a significant part of the educational process. The combination of academics and athletics enhances the quality of students' lives and expands their options for learning and personal growth. Athletics provide an educational opportunity in which students can learn essential life lessons beyond those that can be learned in an academic classroom.

It is our belief that the essential requirement for teamwork, the mental and physical challenges of training and competition, and the experience of winning and losing graciously and respectfully are important life lessons in every student's developmental experience. These lessons will serve students well in their future endeavors.

Developing good character habits requires time and effort. Coaches, parents and other community members can help students develop such habits by continually discussing, modeling and reinforcing the desired attitudes and beliefs over time.

We also understand that participation on the athletic team or teams demands a commitment that involves both dedication and sacrifice. This is required of not only student athletes but also coaches and parents.

Overall Athletic Program Goals

The primary goals of the Fallsburg Central School District Athletic Program are to:

- Offer students an enjoyable experience.
- Provide the greatest opportunity for students to participate.
- Promote personal improvement in skills, physical condition and knowledge of the sport.
- Promote programs of excellence, which will accomplish the above, and lead to success on and off the playing field.

Expectations

We desire a program of excellence and strive to win. Central to the goals are outcomes of Fallsburg Central School District is the belief that interscholastic athletics can and should enhance the character of our youth. What follows are the positive expectations we hold for coaches, parents, supporters and athletes.

Coach's Code

We understand that the Athletic Director and Coaches are leaders, and are dedicated to more than the X's and O's of competition. As a professional educator, leader and role model for students, the coach or Athletic Director will:

- Exemplify the highest moral character as a role model for young people.
- Recognize the individual worth and reinforce the self-image of each team member.
- Establish a realistic team goal or vision for each season and communicate that to athletes and parents.
- Encourage and assist team members to set personal goals to achieve their highest academic potential.
- Create training rules for athletes that reflect the positive values of abstaining from the use of alcohol, tobacco and other drugs.
- Strive to develop the qualities of competence, character, civility and citizenship in each team member.
- Provide a safe, challenging and encouraging environment for practice and competition.
- Gain an awareness of the importance of prevention, care and treatment of athletic injuries.
- Respect the integrity and judgment of the game official.
- Teach and abide by the rules of the game in letter and in spirit.
- Strive for excellence in coaching skills and techniques through professional improvement.
- Build and maintain ethical and professional relationships with coaches and administrators.
- Promote personal fitness and nutrition.
- Be modest in victory and gracious in defeat.

Parent's Code

We understand that parents play a vital role in the development of student athletes and the success of our program. Therefore we encourage parents to:

- **Be a positive role model through your actions to make sure your child has the best athletic experience possible.**
- **Be a “team” fan, not a “my kid” fan.**
- **Weigh what your children say; they will tend to slant the truth to their advantage.**
- **Show respect for opposing players, coaches, spectators and support groups.**
- **Be respectful of all officials’ decisions.**
- **Don’t instruct your children before, during or after the game, because it may conflict with the coach’s plans and strategies.**
- **Praise student-athletes in their attempt to improve themselves as students, as athletes and as people.**
- **Gain an understanding and appreciation for the rules of the contest.**
- **Recognize and show appreciation for an outstanding play by either team.**
- **Help your child learn that success is experienced in the development of their skills and they can feel good about themselves win or lose.**
- **Take time to talk to coaches in an appropriate manner, including proper time and place, if you have a concern. Be sure to follow the designated chain of command.**
- **Please reinforce our alcohol, tobacco and other drug-free policies by refraining from the use of any such substance before and during athletic contests.**
- **Remember that a ticket to a school athletic event is a privilege to observe the contest.**

Supporter's Code

We understand that the school community has an interest and investment in the success of our athletic program. These adults and members of the student body can play a key role in reinforcing the educational outcomes of our program. Therefore we encourage these important program supporters to:

- **Remember that a ticket to a school athletic event is a privilege to observe the contest.**
- **Be a positive role model through their behavior at athletic contests.**
- **Show respect for opposing players, coaches, spectators and support groups.**
- **Be respectful of all officials’ decisions.**
- **Praise student-athletes in their attempt to improve themselves as students, as athletes and as people.**
- **Gain an understanding and appreciation for the rules of the contest.**
- **Please reinforce our alcohol, tobacco and other drug-free policies by refraining from the use of any such substance before and during athletic contests.**

Athlete's Code

High school athletics provide a unique opportunity for the development of not only physical conditioning and skill but also character traits essential for success in life. We challenge every athlete to strive for the following:

1. **Competence – *the necessary level of knowledge and skill to sufficiently train and compete***
 - Develop the skills necessary to participate competently in the game.
 - Demonstrate knowledge of the rules and conventions of the game.
 - Demonstrate knowledge of the strategies of the game.
 - Demonstrate a level of physical conditioning and fitness sufficient to participate competently in the game.
 - Demonstrate knowledge of healthy behaviors, including nutritional issues.
 - Understand the necessity of abstaining from the use of alcohol, tobacco and other drugs in order to achieve the positive benefits of interscholastic athletics.
2. **Character – *the pattern of beliefs, attitudes and therefore behavior that relates to moral strength, constitution and essential qualities that embrace the positive values of the Fallsburg Central School District community***
 - Dependable in fulfilling obligations and commitments.
 - Accept responsibility for consequences of actions; doesn't make excuses or blame others.
 - Strives to excel.
 - Is committed.
 - Perseveres (gives 100% effort; doesn't give up in the face of setbacks).
 - Demonstrate truthfulness.
 - Play by the rules of the game and not cheat.
 - Control anger and frustration; refrain from displays of temper and bad language
 - Accept losing/winning gracefully, to congratulate opponents, not sulk or display other negative behaviors.
3. **Civility – *to demonstrate behavior that exemplifies appropriate respect and concern for others***
 - Practice good manners on and off field.
 - Refrain from "trash talk" and other put-downs of opponents or teammates.
 - Treat all persons respectfully, regardless of individual differences.
 - Show respect for legitimate authority (e.g., officials, coaches, and captains).
 - Be fair and treat others as one wishes to be treated.
 - Listen to and try to understand others.
 - Be sensitive and compassionate to others.
 - Actively support teammates and others.
4. **Citizenship – *social responsibility as part of a "community."***
 - Faithful to the ideals of the game, including sportsmanship.
 - Keep commitments to team (e.g., is diligent about practice and following training rules).
 - Show team spirit (encourages others, contributes to good morale).
 - Put the good of the teammates first to achieve team goals.
 - Accept responsibility to set a good example for teammates, younger players, fans, and school community.

Athletic Department Procedures

General Eligibility

- Each student will participate under the eligibility requirements, rules and regulations of the NYS Commissioner of Education, the NYS Public High School Athletic Association and the Fallsburg Central School District Board of Education.
- For each team of which a student is a candidate, an athlete will return signed forms:
 - Acknowledgement of Student Athlete Code of Conduct and Concussion Policy.
 - Interval medical form/Physical medical form must be signed by the parent/guardian and school nurse.
 - Team specific contract.

No student will be permitted to tryout or practice with any team or coach prior to submitting the following forms: an interval medical form/physical medical form that must be signed by the parent/guardian and school nurse, with a signed concussion information form, and a signed student athlete code of conduct risk and responsibilities acknowledgement.

- Equal opportunity to participate in interscholastic competition will be afforded to all bona fide students of Fallsburg Central School District as outlined in the Commissioner's Regulations and regulations of the NYSPHSAA.
- Upon entry into the 9th grade, a student is eligible for competition in a sport for four consecutive years until their 19th birthday (prior to July 1st) or graduation.

All Fallsburg student athletes are expected to change, be prepared and participate in all Physical Education activities and classes. Any student athlete in violation of this policy is ineligible for practice and/or games that day. Physical Educators will contact athletic coaches when an athlete does not meet the above expectations.

Health & Safety

- Sports physicals are available free of charge to Fallsburg students through the High School Nurse's Office. These are scheduled throughout the school year. It is required by NYSPHSAA that all students have a sports physical examination prior to participating in the sports program. The sports physical shall cover one calendar year; however, a sport interval update form must be completed and approved by the school nurse. Athletes will receive a signed form from the nurse that indicates they are eligible to participate. The athlete must give the completed interval form to the coach. The coach will be considered negligent if he or she allows a student to participate without this form in his/her possession.
- Concussion Management: Each student must have a valid ImPACT baseline on file prior to the student trying out for any team/program. Parents/guardians can select to not have their child participate in ImPACT testing by completing the attached OPT OUT form. If a student would like to participate in interscholastic athletics a

completed valid ImPACT baseline must be on file prior to the student trying out for the team/program.

- The athlete must report all injuries, no matter how minor, to the coach, as soon as possible. The coach must complete and submit an accident report within 24 hours from the injury to the JSHS nurse as well as notify the athletic director in writing.
- If a student requires the attention of a physician, either as a result of an injury received in practice, in a game or from an injury that takes place somewhere else, a medical release must be submitted to the nurse before the athlete can resume competition.
- If a student is to be medically excused for more than one day, a copy of the medical excuse should be sent to the nurse for his permanent record.
- No student who has seen a physician can resume practice until the physician releases that student in writing and the release is sent to the health office by the physician or parent/guardian. This must be done immediately so that the student can be reinstated in physical education class. The nurse will update the google injury document that is shared with the athletic director, coach and PE teachers.
- If a student is out of practice for more than five days due to injury or illness he/she can return only with written permission of a physician. The school doctor in rare cases, can be contacted at the nurse's discretion to give final approval. It should be noted that any student changing the dates on a physical card would be automatically suspended from participation, for a duration of time to be determined by the athletic director. For the protection of the coach and the school, all of the above procedures must be done in writing through the proper channels.
- Click on the link below for Concussion Management Information for parents and students.
<https://www.cdc.gov/headsup/>

Academic Eligibility

- All student-athletes must realize that their main purpose for attending school is to receive a solid academic education. Fallsburg schools are committed to providing and supporting all its students in academic need. The school provides academic intervention, remediation and tutorial services. To monitor student progress, academic progress reports are issued every five weeks. If, according to the progress report, or quarterly report card, a student-athlete is failing two or more subjects the following will occur:
 - The players will be informed by the Athletic Director, coach or guidance counselor of their status.
 - The players must attend tutorial each day for two school weeks, (Monday-Thursday) for at least 40 minutes each session.
 - If at the end of the two weeks of tutorial, they are no longer required to attend, they may resume game play.
 - Players are encouraged to attend practices with their team each day after the tutorial session has ended. While attending tutorial, students are not permitted to attend, travel or participate in games or competitions as a team member.
 - At the end of the two week period, the player must submit a signed grade tracker form (available from coach, Athletic Director or guidance office) to their guidance counselor. Players are to obtain signatures to verify attendance at all tutorial

sessions. The guidance counselor will notify the coach and athletic director in writing and the player will be permitted to return to game play.

- If a student is still failing two or more subjects after the two-week period, they are suspended from the team until they are passing all subjects.
- A player on the ineligible list twice in one sports season is cut from the team for the remainder of the season.
- A player that does not report to tutorial and stops reporting to/communicating with the head coach will be considered quitting the team.
- Players who skip tutorial are suspended from the team until they are passing all subjects.
- When the team has an early dismissal for a game, or early practice, the player must attend tutorial. While attending tutorial, students are not permitted to attend, travel or participate in games or competitions as a team member.
- If available, sports participants will be allowed to attend tutorial before or during the school day and after practice.
- The athletic director, after consulting the child study team, may review the circumstances of those students enrolled in AP courses, college courses or other “weighted” courses.
- o Fall Season: 5 week, 1st Qtr.
- o Winter Season: 15 week, 2nd Qtr.
- o Spring Season: 35 week, 3rd Qtr.

Attendance

- All athletes are expected to report on time for school each day. An athlete must be in school the day of the contest prior to 10:00 a.m. and must also attend school and practice the day before going to games, competitions or tournaments. If the student arrives after 10:00 a.m. on game day they are ineligible to participate in that day’s competition. If the student does not report to school and practice the day before competition, they will be ineligible* to participate in the next day’s competition.
- If an athlete is illegally absent, truant, suspended in or out of school, or excused from any part of the school day due to illness, with the exception of lunch detention, he/she may not participate in a sport activity that day, whether it is practice or a game. A medical excuse note for a pre-existing medical condition with Administrative approval may be the only exception.

***Note:** Absences that are approved by the office enabling students to participate include, but are not limited to, educational reasons (e.g. field trips), college visitations, doctor and/or dentist appointments, and funerals.

Each athlete must make every effort to be in school the day following athletic events by 10:00 a.m. If a pattern of absence develops following athletic events, the coach and/or athletic director will take appropriate disciplinary action. That action may range from a warning to suspension from participation for a period of time.

If an athlete is cut from one sport and wishes to try out for another sport this may be done if the second sport has had no formal cuts to determine their squad and the coaches of the second sport are receptive to this procedure.

Players who choose to quit a team during the try-out period are expected to tell the coach in person. They will be allowed to play another sport that season with the approval of both coaches. Any athlete who quits after the mid-point of the season will be ineligible to compete during the following season.

After the mid-point of the season, if a student's continued participation creates a safety concern, the student will be removed from the program without penalty as deemed by the head coach and/or athletic director.

Transportation to and from away Contests or Off-Site Practices

- **All athletes must ride to away contests and off-campus practices on scheduled school transportation, unless the parent through the athletic director and/or school administration has made prior arrangements. Permission must be in writing by the parent and submitted to the school district before the contest or practice.**
- **Coaches and the bus driver are responsible for student-athlete behavior. Their orders are not negotiable. Final authority rests with the coach.**
- **There will be no loud noise on the bus, shouting, whistling, or throwing objects out the windows.**
- **No student is to ride in the last seat of either row in the bus.**
- **All persons are to remain seated when the bus is in motion.**
- **Cleats or spikes are not to be worn on the buses or inside school buildings.**
- **No food or beverages will be allowed on the bus unless the coach or bus driver grants permission.**
- **Parents can take their son/daughter home after away contests. The coach of that sport will make available a permission form that needs to be signed by the parent each date that the student is being picked up. Athletes will not be permitted to ride home with other students.**
- **Under special circumstances, coaches may request that all athletes ride home on the bus. This will occur if safety is a concern.**

Equipment

- **Student equipment and/or uniforms issued to the student athlete are his/her responsibility. He/she is expected to keep it clean and in good condition. Loss of any equipment is the athlete's financial obligation. Failure to replace or return the items will result in the student being ineligible for any future athletic participation or awards. The student will be billed and transcripts and grades will be held until all accounts are settled.**

Awards

At the conclusion of the entire school year, there will be an athletic awards banquet for all varsity athletes. All players who complete a varsity sport season in good standing will be eligible for awards.

Athletic Department Code of Conduct

Athletes are expected to exemplify good citizenship in both the school and community at large. When a student athlete chooses one of the following behaviors, listed below, the consequences will result in any one or more of the following:

- Verbal warning
- Suspension from team
- Cut from team
- Lost eligibility for a sports season
- Lost eligibility for the school year or career
- Any student serving a portion of the day of OSS/ISS/Character Education, with the exception of lunch detention, cannot participate in after-school practices or games.
- Any student serving a portion of the day of OSS/ISS/Character Education, with the exception of lunch detention, on Friday cannot participate in a contest held on Saturday or Sunday.

Hazing

“Hazing” includes any action or situation, which recklessly or intentionally causes embarrassment to a student or students, endangers the student’s mental or physical health, or involves the forced consumption of food or other matter, alcohol, or drugs by a student or group of students for the purpose of initiation into or in association with an organization or team.

Tobacco Use

Any athlete who is caught smoking and/or using tobacco products such as chewing tobacco or snuff will be suspended from that sport for one-third of the season from the date of the infraction. At the coach’s and/or athletic director’s discretion, practice time may be required to recondition an athlete prior to returning to competitive play. A second infraction will result in dismissal. An athlete is in violation of the smoking policy as outlined in the student code of conduct, if he or she is in possession of a lit cigarette.

Controlled Substance Use

Any athlete in possession of, using, or distributing any controlled substance (drugs, alcoholic beverage, etc.) will be suspended a minimum of one-half of the season from the date of the infraction. At the coach’s and/or athletic director’s discretion, practice time may be required to recondition an athlete prior to returning to competitive play. Counseling will be expected and provided during the suspension. The period of ineligibility to participate in another sports activity

will begin from the date of the suspension and may carry into the next athletic season. Violations and all subsequent penalties will carry over from year-to- year. The student-athlete may ask for the administrative team to review and recommend alternative consequences. During this time, the athlete is not permitted to participate until the administrative team has rendered a decision on this request.

Present at Illegal Parties

Any athlete who remains present at a party where minors are illegally consuming drugs and/or alcoholic beverages will be suspended a minimum of one-half of the season from the date of the infraction. Remaining present would be determined by the individual becoming aware or reasonably should have been aware that alcohol or drugs were being consumed and that he/she failed to leave the party. At the coach's and/or athletic director's discretion, practice time may be required to recondition an athlete prior to returning to competitive play. The period of ineligibility to participate in another sports activity will begin from the date of the suspension and may carry into the next athletic season. Violations and all subsequent penalties will carry over from year- to- year. The student-athlete and/or parents/guardian may utilize the appeal process. During this time, the athlete is not permitted to participate until the administrative team has rendered a decision on this request.

Steroids

The use of steroids is specifically prohibited. Any student using steroids is subject to the same penalties as in use of any other controlled substance.

Insubordination

Any athlete who is insubordinate in school or during any practice session or game will be subject to disciplinary action by the team coach, and/or athletic director.

Violating Penal Law

Receiving a conviction, having been arrested, or issued an appearance ticket resulting from a violation that results in a misdemeanor or felony offense, including violation of §1192 of the Vehicle and Traffic Law, be it a youthful offender adjudication or not, may be prima facie evidence of a violation of the Athletic Code of Conduct. A student will be suspended from the sport until the matter is resolved and the school is notified of the resolution in writing.

Ejected From a Contest

A student ejected from a contest will be suspended a minimum of two additional contests or longer as determined by the athletic director. The suspended student will be NOT be permitted to be physically present at those contests. If the suspended student attends an athletic contest of the team they are suspended from, another game suspension will be added and/or carried over to next season or year.

Misconduct

Misconduct includes, but is not limited to, violating specific team rules, fighting, harassment of any kind, profanity, cutting practices or classes, unexcused absence from practice or game, violating team curfew, not following team dress code on game day, stealing or in possession of stolen property, vandalism, leaving the site of an athletic event without school permission, any unsportsmanlike behavior.

Disciplinary Process

The importance of enforcement of all regulations should be apparent. A firm and fair policy of enforcement is necessary to prevent a travesty being made of regulations. Due Process will always be carried out. The community, school administrators, and coaching staff feel strongly about maintaining a sound program of athletics. It is our intent to preserve rules that reasonably pertain to the health and safety of the individual and to the orderly conduct of sports. We do not wish to establish arbitrary personal preferences to ensure absolute uniformity. The welfare of the students is our major consideration. What happens to them is of primary importance. In the event an athlete is found in violation of these necessary standards, a written conduct report will be initiated by the coach. A copy will be forwarded to the Athletic Director. It will be the responsibility of the coach to inform the parent of the violation. Violations will result in penalties ranging from suspension to dismissal from the athletic program as listed in the general rules of conduct.

Reporting of Violations

Reports of alleged violations of eligibility rules coming from the individuals listed below must be investigated.

These reports should be made in writing to the Athletic Director, within three days of the incident in question.

- Any district employee or School Board member
- Any adult acting as a chaperone or assisting with a school activity at the request of a district employee
- Any law enforcement officer or agency
- A parent/legal guardian of the student involved

Procedure of Investigation

Once a written report of a violation has been received, the student and parent will be notified that an investigation is taking place.

The student will be given an opportunity to explain his/her involvement in the violation. This will be done with the athletic director and when available the head coach of that particular sport. Due Process will be afforded the student and parent/guardian.

Determination of Consequences

The Athletic Director, in consultation with the coach, will use all information from the investigation to make a decision on the penalty. Consideration determining the penalty will be given to the type

of violation and the previous involvement in other violations by that particular student. The respective building Principal will be informed of each violation and be given the opportunity for input.

Notification of Penalty

The student and the parent will be notified within 24 hours of the determination of any suspension or dismissal, and also inform them of the appeal procedure.

Appeal of Decision

If an appeal is to be made by the student, the athletic director must be notified by the student's parent/guardian in writing within 10 calendar days from the date of the incident and a meeting of the Administration Team will be scheduled. Appeals of the decision of the Administration Team may be heard within 10 calendar days from the date of the initial appeal meeting by the Superintendent of Schools. The Superintendent's decision is final. Students requesting an appeal are not eligible to participate until the decision is rendered.

****In the absence of the athletic director, the titles of Principal or Assistant Principal may be substituted for athletic director****

Interscholastic Sports Offered at Fallsburg Central Schools (dependent upon athletic enrollment/participation numbers)

FALL:

Boys' Soccer.....Varsity, JV, Modified
Girls' Soccer.....Varsity, JV, Modified
Girls' Volleyball.....Varsity, JV, Modified
Football.....Varsity, JV, Modified
Cheerleading.....Varsity
Cross Country.....Varsity, Modified

WINTER:

Boys' Basketball.....Varsity, JV, Modified
Girls' Basketball.....Varsity, JV, Modified
Boys' & Girls' Skiing.....Varsity
Cheerleading.....Varsity, JV

Wrestling..... Modified

SPRING:

Baseball.....Varsity, JV, Modified

Softball.....Varsity, JV, Modified

Girls' Golf.....Varsity

Boys' Golf.....Varsity

Boys' & Girls Track.....Varsity, Modified

Affiliations

Fallsburg is a member of the Orange County Interscholastic Athletic Association and Section IX of the New York State Public High School Athletic Association.

Drone Policy

Fallsburg is a member of the New York State Public High School Athletic Association and follows the drone policy established May 2017. A copy of the policy can be found on the school website and at the following link: <http://www.sectionixathletics.org/Safety/NYSPHSAA dronepolicy.pdf>

New York State Public High School Athletic Association Drone Policy

The New York State Public High School Athletic Association prohibits the use or possession of unmanned aircraft or aerial systems (UAS), also known as drones, for any purpose by any person or entity at all scrimmages, regular season and post- season events.

This prohibition applies to the area above and upon all spectator areas, fields of play, courts, arenas, stadiums, mats, gymnasiums, pools, practice facilities, parking areas and or other property being utilized for the purpose of the interscholastic activity.

If there is a report of UAS activity at an athletic event school, Section and/or State Association officials will, in consultation with the sports officials, suspend the play until such time as the UAS is removed from the area as defined above or the school, Section/ State and sports officials determine it is safe to proceed.

For purposes of this policy, a UAS is any unmanned airborne device or aircraft. The NYSPHSAA, Section and/or Member School reserves the right to refuse admission to anyone operating or attempting to operate a UAS or to request the immediate removal of any person using or attempting to use a UAS in violation of this policy.

The NYSPHSAA Executive Director has the authority to grant an exception to this policy to law enforcement, public safety agencies, NYSPHSAA media partners, or other entities or individuals.

Last edit Dec.2018

Any request for an exception to the policy must be submitted to the Executive Director at least a week prior to the event. The exception is limited to the specific event requested and requires the consent of the host venue.

Any use granted under this provision must comply with the applicable FAA regulations as well as any and all requirements set forth by NYSPHSAA. News media must have the necessary FAA authorization. Any individuals granted an exception would be required to sign a document acknowledging and agreeing to the terms of use and agreeing to hold the NYSPHSAA and its member schools harmless from damage to persons or property.

***Approved May 5, 2017 (Executive Committee)**

Sites of Contests

Modified, JV and Varsity Soccer games are played at both the High School and at BCES.

Alpine Skiing is at Holiday Mt. and Belleayre (additional sites may be used).

Modified, JV and Varsity Football is played at the Town of Fallsburg's Morningside Park field, or at Fallsburg High School.

Boys' Golf is played at Tarry Brae Golf Course.

Girls' Golf is played at Lochmor Golf Course.

All home contests are played at Fallsburg High School, except varsity, JV and modified softball, which are played at Benjamin Cosor Elementary. Directions to away contests may be found online at <http://ociaa.ouboces.org>.

Clink on the link marked "site directions."

Contact Information

Athletic Office: 845-434-6800 x2212

Athletic Fax: 845-434-0046

Schedules: <http://ociaa.ouboces.org>

III. Attachments: Resources, guidelines, copies of Bd. Of Ed Policy, etc.

6. BoE policy 5280

Policy 5280 INTERSCHOLASTIC ATHLETICS

Interscholastic athletics for boys and girls is an integral and desirable part of the district's secondary school educational program. Individual and team sports shall be based upon comprehensive physical education instruction and intramural activities, seeking broad participation from all eligible secondary students. Lifetime or carry-over sports are to be particularly encouraged and supported. Parity in the number and kind of sports activities for girls and boys is a clear objective of the district.

Student eligibility for participation on interscholastic teams shall include:

1. authorization by the school physician or student's family physician, both before the start of the season and after any injury;
2. written parent or guardian consent;
3. endorsement by the Building Principal based on established rules and various league and State Education Department regulations; and
4. adherence to behavioral, academic and attendance expectations, which will be outlined to students.

Athletic Placement Process

The Board approves the use of the athletic placement process for all secondary school interscholastic team members grades seven (7) through twelve (12). The Board directs the Superintendent to implement the applicable procedures in the Commissioner's Regulations and maintain a file of those students deemed eligible as a result of those procedures.

Ref:

Education Law §§1709 (8-a); 3001-b

8 NYCRR §135.4

Santa Fe Indep. Sch. Dist. V. Doe, 530 U.S. 290 (2000) (constitutionality of student-led prayers at interscholastic athletic activities)

Athletic Placement Process for Interschool Athletic Programs, NYSED, revised February 2015, at: www.p12.nysed.gov/ssd/documents/AthleticPlacementProcess2-11-15Revised.pdf

Adoption date: 5/19/2015

Fallsburg Central School District