

# South Colonie Central School District Plan for Physical Education Programming



Updated: September 2019  
BOE Approved: 9-10-2019

# TABLE OF CONTENTS

DEMOGRAPHICS/PROGRAM GOALS AND OBJECTIVES...	Page 1
CURRICULUM.....	Page 3
REQUIRED INSTRUCTION .....	Page 12
ATTENDANCE .....	Page 16
PERSONNEL .....	Page 19
FACILITIES.....	Page 20
ADMINISTRATIVE PROCEDURES.....	Page 23
ATHLETICS AND INTRAMURAL ACTIVITIES.....	Page 26

## South Colonie Central School District Plan for Physical Education

### **School District demographics**

*The District serves the Towns of Colonie and Guilderland in Albany County and the Town of Niskayuna in Schenectady County. It operates eight schools (five elementary schools, two middle schools and one high school) with 4,731 students and 841 employees.*

### **Physical Education Plan**

#### **Program Goals and Objectives**

The South Colonie Physical Education Program should provide students with the necessary tool and knowledge to maintain a life-long healthy lifestyle. Students should understand the components of physical fitness, the value of fair play in competitive activities and have the ability to locate wellness centers in their community.

Recently with the implementation of the South Colonie "Way of Life" PEP Grant our K-12 Physical Education committed to use the HYPE (High Yield Physical Education) delivery model to blend with the delivery of the traditional Sports Education model.

Using the HYPE model, classes begin with the a fitness focus for instant activity, engaging students immediately to increase student activity time, while increasing time students spent in MVPA (moderate to vigorous physical activity).

The South Colonie Physical Education Program shall provide each student with the following:

- The understanding of movement concepts, principle strategies as the apply to motor skills, team sports, and the performance of physical activities
- To enjoy participation in daily physical activities that promote healthy lifestyle
- To create opportunities for students to acquire the skills necessary to participate in lifetime sports
- Create an environment where students are taught to be tolerant of different skill abilities, gender, and ethnic backgrounds
- Have students experience the opportunity to develop teamwork and leadership skills through play
- Students can identify that physical activity provides opportunities for self express and social interactions
- Develop positive attitudes in students toward health and safety through physical activity
- Students learn progressive skill and work toward mastery in activities of their liking

The objectives of the physical education program should also include the three domains of learning:

*Psychomotor- the performance component which permits someone to execute movement patterns and gain skills throughout the process.*

*Cognitive- the knowledge component to understand how our bodies move in relation to force, flow, time and space.*

*Affective- Personal and social component provides students with opportunities to interact and appreciate skilled performance and strategy.*

**Equal Opportunity Statement**

South Colonie Central Schools affirms the right of every student to participate in physical education, intramural, and interscholastic sports.



## **Curriculum**

Physical Education is an integral part of the total education process for a student. The student shall experience a wide range of activities to encourage and maintain a healthy lifestyle. The Physical Education Program should provide sequential learning opportunities for all students. The focus is on the benchmarks outlined in the New York State Learning Standards

### **a. Elementary**

#### Standard 1 Personal Health and Fitness

*Students will have the necessary knowledge and skill to establish and maintain personal fitness, participate in physical activity and maintain personal health.*

1. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.
  - Able to demonstrate mastery of basic motor skills, manipulative skills and non-locomotor skills.
  - Able to identify the basic components of fitness to include cardiovascular, muscle strength, muscle endurance, flexibility and body composition.
  - Understand the effects that exercise has on our body and the risks associated with inactivity and the health risks that evolve.
  - Each student would have successfully participated in a district-wide physical fitness test which would assess all components of physical fitness.
  - Each student will begin to experience written tests and be responsible for the recall of specific information related to history, rules and strategy.
  - Understand the need and able to perform the appropriate warm-up and cool-down exercises.
  - Know how to monitor the effects of exercise through target heart rate and recovery time.
  - Understand the basic movement concepts such as spatial awareness, height levels, balance and weight bearing activities.
  - Use a variety of strategies to develop physical fitness skills and improve performance.
  - In a game environment demonstrate the use of basic offensive and defensive strategies.

#### Assessments:

- District Physical Fitness Test/Report Card
- Teacher Observation

## Standard 2 - A Safe and Healthy Environment

*Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.*

1. Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and communications. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.
  - Able to respect the rights and feelings of others by demonstrating self-control, respect and cooperation during physical activity.
  - Able to participate with and show tolerance for persons with different skill levels, gender and ethnicity.
  - Able to work collectively with other students to accomplish a variety of goals
  - Understand the physical challenges faced by people with disabilities.
  - Know how injuries can be prevented (Ex. proper warm-ups) from physical activity.
  - Identify and follow safety rules for all activities.

### Assessment:

- Teacher Observation
- Peer/Share Learning
- Self-Evaluation
- Character Education Components

### Standard 3 - Resource Management

Students will understand and be able to manage their personal and community resources.

1. Students will be aware of and be able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.
  - Able to identify community facilities for recreational activities, health fitness centers and school sports and clubs.
  - Begin to become aware of career options in the field of physical fitness and sports.
  - Identify programs which benefit individuals in need of assistance in the community such as Relay for Life.
  - Know factors such as substance abuse that inhibit physical activity.

#### Assessments:

- Teacher Observation
- Class Participation

## **b. Middle School**

### Standard 1- Personal Health and Fitness

*Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health.*

1. Students will perform basic and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscle strength, endurance and body composition.
  - Able to perform motor/movement skills in a variety of structured games and sports activities
  - Able to demonstrate a variety of physical activities (games, team sports, lifetime sports, exercises) that provide conditioning for each fitness area
  - Able to monitor heart rate as a means for determining intensity and elevation of activity
  - Able to demonstrate skill mastery in basic motor and manipulative skills
  - Able to identify and select activities that will impact the components of physical fitness
  - Able to successfully complete a written test based on knowledge of skills, strategies and rules
  - Able to use basic offensive and defensive strategies in team and individual sports
  - Understand the health benefits of regular participation in physical activity and prevent illness and disease
  - Develop leadership, problem solving, cooperation and teamwork by participating in group activities

#### Assessments:

- Written Unit Test
- District Physical Fitness Test/Report Card
- Teacher Observation
- Self-assessment and Peer Review
- Rubric

## Standard 2 - A Safe and Healthy Environment

*Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.*

1. Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive environment for all participating.
  - Understand the harmful effects of exercise if performed incorrectly
  - Able to analyze the safety conditions of facilities and equipment in the gymnasium and fields to ensure a safe and positive experience for all participants
  - Able to work effectively with other students to accomplish a goal in a group setting
  - Able to accept the differences in other physical abilities, skill levels and gender
  - Able to understand socially acceptable behavior and respect people from different cultural backgrounds
  - Use of variety of skills and strategies in physical activity that promote cooperation, collaboration, fairness, sportsmanship, tolerance and respect of others.

### Assessments:

- Teacher Observation
- Self Evaluation
- Group Work

### Standard 3 - Resource Management

Students will understand and be able to manage their personal and community resources

1. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.
  - Able to locate and access health, fitness, recreational and community sponsored youth leagues within their community
  - Begin to become aware of career opportunities in the field of physical education and sport
  - Able to plan and participate in family and community recreational activities
  - Able to be aware of the variety of interscholastic sports' teams at the high school and the various sports' camps and instructional clinics available to them throughout the year
  - Use strategies of an informed consumer to determine the quality and effectiveness of a variety of facilities and programs for physical activities in the community.

#### Assessments:

- Written Tests
- Teacher Observation
- Group Work
- Teacher survey (verbal or written form)



### **c. Senior High School**

#### Standard 1 - Personal Health and Fitness

*Students will have the necessary knowledge and skill to establish and maintain physical fitness, participate in physical activity and maintain personal health.*

1. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sport activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility and muscular strength, endurance and body composition.
  - Demonstrate proficiency within a diverse selection of games, sports and exercise that provide fitness conditioning for each fitness area
  - Able to design an individual physical fitness program that is based on principles of training
  - Able to demonstrate a variety of lifelong skills and activities and develop an understanding of how to maintain an active lifestyle
  - Able to identify and analyze principles of movement and training and how they affect human performance, techniques and rationale for their implementation
  - Students will experience activities from multicultural and international societies by participating in games or sport activities
  - Able to successfully pass a departmental physical education written assessments focusing on scoring, procedures, player positions, offensive and defensive strategies
  - Understand biomechanical concepts that govern different types of movement
  - Understand how sport psychology affects the performance of physical activities
  - Know the components of personal wellness such as nutrition, weight control, stress management

#### Assessments:

- Teacher Observation
- Written Quiz
- District Wide Physical Fitness Assessment/Report Card
- Senior Project
- Students Reflection

## Standard 2 - A Safe and Healthy Environment

*Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.*

1. Students will demonstrate responsible and social behavior while engaging in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participating.
  - Know the potential safety hazards associated in a wide variety of games and activities and a way to prevent injury
  - Know and apply knowledge of game rules and fair play
  - Ability to exhibit self-control and accept decisions made by game officials whether they are students, teachers, or contracted employees outside of the district
  - Ability to interact respectfully with individuals of different ability levels, gender, ethnic backgrounds, and physical disabilities
  - Understand the physical, social and emotional benefits of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities
  - Assume a variety of roles to accomplish group goals in physical activities
  - Understand the role of sports in a diverse world
  - Understand the history and purpose of international competitions

### Assessments:

- Written Quiz
- Project
- Teacher Observation
- Peer Assessments



### Standard 3- Resource Management

Students will understand and be able to manage their personal and community resources

1. Students will be aware and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.
  - Recognize the benefits of engaging in appropriate physical activities with others regardless of age or ability
  - Be able to access school and community fitness and recreational facilities and services for their own personal needs, as well as, other community members
  - Identify a variety of career opportunities associated with sport and fitness and qualifications, educational requirements and job responsibilities of those careers
  - Organize and participate in physical activities with other family and community members

Assessments:

- Senior Project

## **Required Instruction**

Schedule: Grades K-3 - 4 classes per week in a 6 day cycle for 30 minutes each.

Grade 4 - 4 classes per week in a 6 day cycle for 30 minutes each.

### **Elementary Instructional Areas**

- Locomotive Skills
- Body/Spacial Awareness
- Project Adventure/Cooperative Games
- Fitness Concepts
- Dance/Rhythms
- Throwing/Catching - Hand-eye coordination
- Non-Locomotor Skills/Balance
- Chasing/Fleeing and Dodging Games
- Parachute Activities
- Modified Sports- Football, Basketball, Soccer, Hockey, Lacrosse, Baseball, Softball, Track and Field, Wrestling, Volleyball
- Tumbling
- South Colonie Physical Fitness Test/Report Card

Schedule: Intermediate Level Grades 5-8 -

Students receive 40-minute PE classes three times one week and two times the other week.

### **Middle School Instructional Areas**

- South Colonie Fitness Assessment
- Soccer/Speedball
- Flag Football
- Fitness Games/ Challenges/ Activities (Fun Fitness Fridays)
- Basketball
- Volleyball
- Badminton
- Functional Body Training (Foundational Fitness)
- Lacrosse
- Team Handball
- Ultimate Frisbee
- Diamond Activities
- Tennis/Pickleball
- Softball
- Genmove Activities
- Floor Hockey / Pillow Polo
- Invasion and Cooperative Activities
- Weight Training and Circuit Training
- Cardiovascular Training and Development

Schedule: High School Level Grades 9-12-

Students receive 40-minute PE classes three times one week and two times the other week.

High School Instructional  
Areas

- South Colonie Fitness Assessment
- Soccer/Speedball
- Flag Football
- Fitness Games/ Challenges/ Activities (Fun Fitness Fridays)
- Basketball
- Volleyball
- Badminton
- Functional Body Training (Foundational Fitness)
- Lacrosse
- Team Handball
- Ultimate Frisbee/Ultimate Football/ Other Frisbee Activities
- Diamond Activities
- Tennis/Pickleball
- Softball
- Floor Hockey / Pillow Polo
- Invasion and Cooperative Activities
- Weight Training and Circuit Training
- Cardiovascular Training and Development
- Speedminton
- Genmove Activities
- Golf
- Yoga/Pilates
- Cricket
- Recreational Games

## **Adaptive Physical Education**

### Adapted Physical Education Program Description of the Process

- The process to identify students shall begin in the health office. A student may be identified by the school nurse, physical education teacher or Building Principal.
- The referral form is to be completed by the school nurse. On that form the school nurse will identify the student as permanently or temporarily handicapped as well as the reason for requesting adaptive physical education.
- Once completed by the school nurse the referral form is sent to the Building Principal for approval. If the Building Principal approves the referred student, the form will then be sent by him/her to the Supervisor of Physical Education.
- The Supervisor of Physical Education will evaluate the need for an adaptive physical education program. If the program is disapproved, the process stops, and the student remains in the regular physical education class. If it is approved and the student is permanently handicapped the form will then be sent by the school nurse to the Committee on Special Education. A permanently handicapped student will be identified as needing adaptive physical education for an entire school year. A temporary handicap is a disability beginning from 2 weeks to less than 1 year. If the student is identified as temporary and approved by the Supervisor of Physical Education for an adaptive program, the referral form will be sent back to the school nurse to initiate the program. All students with disabilities of less than 2 weeks will remain in their regular physical education class. Also, students with a temporary disability will remain their regular class until all paperwork is complete. Upon completion the change in the student's schedule will be made.
- For students identified as temporary handicap and who have completed the approval process the school nurse will then send out the physician's and parent's consent form. Upon receiving the forms the school nurse will give a copy of each to the student's physical education teacher. The physical education teacher will develop and individual education program based on the student's physician's recommendation. A copy of the program shall be sent to the Supervisor of Physical Education. All programs are to be recorded on departmental forms and a folder maintained on each student. A parental update will be given every 10 weeks.
- For students identified as having a permanent disability, the forms are sent by the school nurse to the Committee on Special Education. The committee, if it approves the referral, will send out the parent consent and

physician's recommendation forms. Upon receiving the forms, the committee will send the forms to the school nurse. At that point, the school nurse gives a copy to the physical education teacher, who develops an individual education program. The physical education teacher sends a copy of the program to the Supervisor of Physical Education.

- No students will be allowed to begin an Adaptive Physical Education Program until the entire process has been formally accepted.

### **Special classes**

- For students that are in a self-contained classroom (ex. 6:1:2), these students receive adapted physical education in the Least Restrictive Environment.
- These students have Adaptive Physical Education included on their IEP.

### **Use of classroom aides (describe)**

- Classroom aides are used in both Adapted Physical Education and for those students who are mainstreamed in the regular education class.
- Classroom aides are there to assist students as needed so they can be successful in the Least Restrictive Environment.

## **Attendance Policy**

All students must participate in physical education. Students may be excused from a class with a daily excuse given which is examined and approved by the school nurse. Students with physical limitations of two weeks or less will remain in their regular physical education class. Written assignment will be given that correlates specifically to the activity offered at the time of the excuse. If a disability is of two weeks or more, the student will be referred to an adaptive physical education class.

### **Preparedness: (General Guidelines} Elementary, Middle School, & High School**

- All students need to wear sneakers in order to participate in physical education class.
- Students that are going to be out of PE for more than a week need to have a doctor's note stating the reason why.
- Students that are going to be out for less than one week need to have a note written by a parent stating the reason.
- Middle School and High School students are required to wear physical education clothing and sneakers, no jeans.

## **Grading Policy**

### **Rubrics for grades**

#### **Elementary Grading Rubrics**

- Students in grades K-4 receive numeric grades in the area of conduct and effort.
- Conduct is graded on if the students are meeting NYS Standards as follows:
  - o 4- Exceeding NYS standards
  - o 3 - Meeting NYS Standards
  - o 2- Below NYS Standards
  - o 1- Not meeting NYS Standards
- Effort grade is given with a letter grade as well as a + or-:
  - o E - Excellent
  - o G- Good
  - o S - Satisfactory
  - o N - Needs Improvement
- Rubric is attached for further detail.



### **Middle School Grading Rubrics**

Students in grades 5 and 6 are based on teacher observation/assessment in the following areas:

- 20% Participation
- 20% Following Direction
- 20% Tolerance and Cooperation
- 20% Attitude
- 20% Skill Improvement and Performance

Students in grades 7 and 8 are based on teacher observation/assessment in the following areas:

- 60% Active Participation and Attendance
- 20% Quarterly Quiz
- 20% Effort, Conduct/Behavior, Personal Relations/tolerance, Skill Improvement/Performance, Leadership

### **High School Grading Rubrics**

- 60% Active Participation and Attendance (1 Point to participate in the warm up, 1 point to participate in the given skill, 1 point to participate in the game/activity on a daily basis 20 classes per quarter) observation, self-assessment, checking for understanding, visual assessment, and other forms of assessment will assist the teacher in determining a student's daily class score
- 20% Quarterly Quiz
- 20% Effort, Conduct/Behavior, Personal Relations/tolerance, Skill Improvement/Performance, Leadership
- Grade 12 Senior Project this is counted towards 20% of your final school mark. This is counted as a final grade, 5th quarter, and averaged into the student's final GPA

### **Testing: skill and cognitive assessment is used in the Elementary, Middle School, & High School settings**

- District Physical Fitness Test/Report Card
- Skill based assessments
- Written assessment

### **Homework, reading assignments, research papers**

All students' level of performance will be determined by a variety of assessment measures, which may include one or more of the above assessment strategies.

## **Credit**

All students who successfully complete a year of physical education receive a 1/2 credit at the high school level. Students need to receive a total of 2 credits to fulfill graduation requirements and meet NYS mandated learning standards. The credits are determined by a numerical grade of 65 or higher and the physical education grade isn't counted in the student's GPA. If a student does not complete all requirements for physical education graduation commencement will not be fulfilled.

Students who fail physical education for a school year will complete a requirement of summer school physical education program or take an additional physical education class the following year.



## Personnel

Listed below are the names of the District Physical Education staff for the 2018-2019 school year:

Director of Physical Education and Athletics	Joseph Guardino
Forest Park Elementary School	Kate Martin, John Meacham
Roessleville Elementary School	Mike Palmer, Layne Woodard
Saddlewood Elementary School	Jason Bissonette, Kurt Pfaffenbach
Shaker Road Elementary School	Mike McCullouch,
Veeder Elementary School	Kate Martin, Rian Richardson, Kurt Pfaffenbach
Lisha Kill Middle School	Wendy Kelley, Joe Repko Mike Trimarchi
Sand Creek Middle School	Karen Bonitatibus, Jeremy Eggleston, Heather DiBiase, Sue Pedone, Sean Merchant
High School	Karen Bonitatibus, Sue Comito Ryan Edson, Kevin Halburian Jenn Jette, Mike Joyce John LaPoint, Matt Tarullo, Layne Woodard,
Part Time:	Pam Hoerup, Emily Parslow

## Facilities

### a. Physical Education program use

The South Colonie Physical Education facilities are made available for use by our community members and recreational based programs. Interested parties must follow the South Colonie Administrative Regulation 1500-R. Which is as follows:

#### Public Use of School Facilities Regulation

Exclusive custody, control and supervision facilities of the district are vested in the Board of Education by the law of the State of New York. The Board shall administer the facilities to ensure that no use will disrupt normal school operations. Consistent with this authority, the Board has delegated to the Superintendent of Schools, or his/her designee, the power to accept or reject applications for use of all school facilities.

#### South Colonie Physical Education Facilities

##### High School

- Two Station Gymnasium
- Three Station Gymnasium
- Wrestling/Dance Gymnasium
- Weight Room/Fitness Center
- Five Soccer/Lacrosse Fields
- Football Field
- Baseball Field
- Two Softball Fields
- Track and Field Complex
- Six Tennis Courts

##### Lisha Kill Middle School

- Two/Two Station Gymnasiums
- Weight Room
- Fitness Center
- Wrestling Room
- Baseball Field
- Softball Field
- Soccer Field
- Four Tennis Courts

Sand Creek Middle School

- Two/Two Station Gymnasiums
- Weight Room
- Fitness Center
- Two Baseball Fields
- Two Soccer/Lacrosse Fields
- Softball Field
- Football Field
- Cinder Track
- Four Tennis Courts

Forest Park Elementary School

- One Gymnasium
- Outdoor Multi-purpose Field
- One Adapted Physical Education Room
- Playground

Saddlewood Elementary School

- One Gymnasium
- Outdoor Multi-purpose Field
- Playground

Shaker Road Elementary School

- One Gymnasium
- Outdoor Multi-purpose Field
- Playground

Roessleville Elementary School

- One Gymnasium
- Outdoor Multi-purpose Field
- Playground

Veeder Elementary School

- Two Gymnasiums
- Outdoor Multi-purpose Field
- Playground

## Permissible Uses

The district may permit public use of its facilities for the following purposes:

1. Instruction in any branch of education, learning or the arts.
  2. Stations of public libraries.
  3. Social, civic and recreational meetings, entertainment, and other activities.
  4. Meetings, entertainments, and occasions where admission fees are charged and the proceeds are expended for an educational or charitable purpose.
- 
- b. Intramural programs use of the district facilities are based on attendance, interest, and the needs of our students
  - c. Interscholastic athletic programs use of facilities include- league competition, non-league competition, practices, & playoff competition
  - d. Community use of facilities
    - Youth Athletic Programs

## Administrative Procedures/Policies

### **Physical Education and Activity**

The South Colonie Board of Education believes that Physical Education (PE) and physical activity will be an essential element of each school's instructional program. The primary goals for the schools' physical activity components are:

- To provide opportunities for every student to develop the knowledge, skills and attitudes necessary for specific physical activities.
- To maintain students' physical fitness
- To ensure students' regular participation in physical activity
- To teach students the short and long-term benefits of physically active and healthy lifestyles.

We will teach students sportsmanship and fair play, and teach our students knowledge and information identifying where recreational fitness opportunities are available in their community.

### The Physical Education Program

1. The PE program will be designed to promote physical fitness and encourage healthy, active lifestyles.
2. In accordance with New York State regulations students in grades K-3 will receive physical education everyday for 120 minutes per week. Students in grade 4 will physical education for 120 minutes per week.
3. The PE program will consist of physical activities of at least moderate intensity and duration. In accordance with New York state regulations students in grades 5-8 are required to participate in one period every other day throughout the year. In addition to physical education classes, intramural programs (5-8) and modified sports (grade 7-8) will be offered throughout the year.
4. In accordance with New York State regulations, students in grades 9-12 are required to complete two (2) full credits for graduation. In addition to physical education classes, intramural programs and interscholastic sports will be offered throughout the year.

#### **a. Fitness testing**

- Students in grades 3-12 participate in the South Colonie Physical Fitness Test.
- Students are tested on the following:
  - o PACER Test
  - o Shuttle Run
  - o Sit-up Test

- o Push-up Test
- o Sit and Reach Test

**b. Physical Education Promotional Activities**

- Elementary and Middle School Fun Run
- Grades 5 & 6 Track Meet
- Grades 5 & 6 Jump Rope Heart
- Physical Education Ironman/Ironwoman

**c. Class size and grouping (Title IX)**

- Class sizes range for students is 10-32.
- All classes are co-ed

**d. Use of non-school facilities**

- Colonie Town Golf Course
- Albany County Hockey Facility
- Sparetime Bowling

**e. Supplementary Personnel (Student teachers, aides, volunteers, etc.)**

- School monitors do come into the physical education class with a student(s) when required in their IEP.

**f. Summer School Program (To make up failed course)**

The South Colonie School District offers a summer school physical education program for students in grades 9-12 who have not met the passing requirement during the school year. It is not offered as an alternative method to receive credit for our regular classroom instruction. A variety of activities are offered which mirror the regular physical education program. Successful completion of the summer school program will allow a student to receive a credit for physical education. The credit will be applied towards their high school graduation requirement.

**g. Safety Practices/Policies**

**Elementary**

- No rings, earrings, combs, watches or jewelry of any kind allowed while participating in activities.
- Do not touch and equipment without permission from the teacher.
- Try your best to wear appropriate clothing on PE days.
- You must be wearing sneakers to play on the gym floor and the sneakers must be tied.



- No sliding, hanging on the mats or horseplay during class or while waiting in line for class.

### **Middle School**

- Must Wear Acceptable Physical Education Attire (7 & 8 Grade change into attire -no jeans)
- Half shirts are not allowed or shirts with writing or pictures of poor taste are not acceptable
- Sneakers only and they must be tied
- Complete warm up exercises & actively participate throughout class period to receive daily credit
- No jewelry allowed
- Do not touch equipment without permission from the teacher
- Assist teacher with equipment storage when asked
- If ill or injured, a signed parent note (1 week) or medical doctors note to health office to be excused for more than a week.
- Money and valuables will not be held by the teacher. The school district is not responsible for any lost or stolen items.

### **High School**

- Must Wear Acceptable Physical Education Attire (No Jeans or Jean Shorts)
- Half shirts are not allowed or shirts with writing or pictures of poor taste are not acceptable
- Sneakers only and they must be tied
- Complete warm up exercises & actively participate throughout class period to receive daily credit
- No jewelry allowed
- Do not touch equipment without permission from the teacher
- Assist teacher with equipment storage when asked
- If ill or injured, a signed parent note (1 week) or medical doctors note to health office to be excused for more than a week.
- Money and valuables will not be held by the teacher. The school district is not responsible for any lost or stolen items.
- Implement National Strength and Conditioning Association's (NSCA) training procedures and safety policies to manage risk and help ensure a safe training environment.

## **Athletics and Intramurals Activities**

### **a. Intramural**

#### Grades 5-8

- Grades 5/6 Girls Basketball
- Grades 5/6 Boys Basketball
- Grades 5/6 Flag Football
- Grades 5/6 Girls Lacrosse
- Grades 5/6 Boys Lacrosse
- Grade 5/6 Tennis
- Grade 5/6 Wrestling
- Grade 5/6 Volleyball
- Grade 5/6 Soccer
- Grade 7/8 Weight Training & Fitness Training

#### Grades 9-12

- Weight Training/Fitness

**Physicals - regular and sport: health history, physical, return to play procedure**

### **b. Interscholastic Athletics**

#### Philosophy

- Visiting team members, students and adult spectators are guests to be accorded all the courtesy and consideration that a friendly, well-mannered and well-intentioned host would normally give. The visitors, in turn, are to act as invited guests, using the home school's facilities with care and respecting the rules and customs of the home school.
- It is expected that all spectators and participants will follow this code: Athletic opponents and officials are guests and should be treated as such. Spectators should watch the game from those areas designated by each



school as spectator areas. It shall be the responsibility of authorized school personnel attending games, either at home or away, to make sure students from their school conduct themselves appropriately.

- Spectators, athletes and coaches must recognize that their conduct plays an important role in establishing the reputation of their schools and that their positive actions can relate directly to the success of their teams.

APP

- See appendix (from Section 2 site)

Mixed Competition-

- See appendix (from Section 2 site)

#### **d. Athletics Policies**

Coaching credentials- First Aid, CPR, fingerprinting

- All coaches are required to have CPR and First Aid training.
- All coaches are fingerprinted per Section 2 regulations.

Coaching courses- verifications- all SED required course work

- All coaches are certified via New York State coaching qualifications.

Coaching evaluations

- Coaching evaluations are completed by the Athletic Director.
- Form in Appendix

Code of Conduct

- See Appendix

Officials

- All officials have met requirements set by section 2 and district standard

Athletic Trainer

- The South Colonie Central School District has a full time athletic trainer who is a full time district employee.
- Aimee Brunelle, ATC, Athletic Trainer