



BALDWINSVILLE SCHOOL DISTRICT PHYSICAL EDUCATION PLAN 2018-19

APPROVED BY BOARD OF EDUCATION ON: Monday July 9, 2018

BOARD OF EDUCATION PRESIDENT: V. K. Ford

DISTRICT SUPERINTENDENT: M. J. [Signature]

Submitted by:
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School District Physical Education Plan

I. School District demographics/location/number of students, etc.

Please See **Appendix # 1:** BEDS Snap Shot Enrollment Data 10/5/2016

Please See **Appendix # 2:** BEDS Snap Shot Enrollment Data 9/27/2017

II. Physical Education Plan –

A. Program Goals and Objectives

Baldwinsville Central School District's Students will know and be able to do by grade 12:

Standard 1: Uses a variety of basic and advance movement skills

Standard 2: Uses movement concepts and principles in the development of motor skills

Standard 3: Understand the benefits and cost associated with participation in physical activity

Standard 4: Understands how to monitor and maintain a health-enhancing level of physical fitness

Standard 5: Understands the social and personal responsibilities associated with participation in physical activity

The Baldwinsville Standards were derived from New York and National Standards – Society of Health and Physical Educators (SHAPE)

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Grade Level Outcomes for K-12 Physical Education – **Appendix # 3**

<http://www.bville.org/tfiles/folder4170/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf> (National Standards & Grade Level Outcomes for K-12 Physical Education)

B. Required Instruction: Schedules – K-3; 4-6; 7-12; length of time, days

Kindergarten - 5th Graders class time: 40 minutes per 4-Day cycle and 30 minutes every day Wellness Activity designed by and under the direction of the building's physical education teacher.

6th & 7th Graders class time: 40 minutes every other day - (1-6 Day Scheduling Cycle)

8th & 9th Graders class time: 40 minutes every other day - (A, B Scheduling)

10th - 12th Graders class time: 40 minutes every other day - (A, B Scheduling)

C. Curriculum Design/Required Instruction

- A. Elementary – show connection to elementary standards for each activity The following website show connection of our activities to K-2nd grade standards.

Grade Level Outcomes for K-12 Physical Education –

<http://www.bville.org/tfiles/folder4170/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf>

Physical Education Grade K-2 Benchmarks – Please See **Appendix # 4**

<http://www.bville.org/tfiles/folder186/pek2sbsc.doc>

The following website show the connection of our activities to 3rd grade standards– Please See **Appendix # 5**

<http://www.bville.org/tfiles/folder186/pe3sbsc.doc>

The following website show the connection of our activities to 4th & 5th grade standards – Please See **Appendix # 6**

<http://www.bville.org/tfiles/folder186/pe45sbsc.doc>

- B. Middle School/Junior High School – connection to Intermediate learning standard for each activity

The following website show the connection of our activities to 6th & 7th grade standards – Please See **Appendix # 7**

<http://www.bville.org/tfiles/folder186/pe67sbsc.doc>

The following website show the connection of our activities to 8th & 9th grade standards – Please See **Appendix # 8**

<http://www.bville.org/tfiles/folder186/pe89sbsc.doc>

- C. High School – connection to commencement learning standard for each activity

The following website show the connection of our activities to 10th - 12th grade standards – Please See **Appendix # 9**

<http://www.bville.org/tfiles/folder186/pe1012sbsc.doc>

Note: Revised quarterly maps - Please see **Appendix # 10**

New K-12 unit plan and lesson plan templates (November 2017) - Please see **Appendix # 11**

D. Electives

All activities offered are listed within the above websites.

- a. Does the plan meet federal law (Title IX)? Are all physical education classes coed or if not, can you justify why they are separate per federal law? **(yes)**

E. Adapted Physical Education

- a. Integrated into regular classes. - **(yes)**

Students are mainstreamed into physical education class when possible to create the least restrictive environment. If necessary student aid(s) assists with the physical education staff

- b. Special classes - **(yes)**

Many situation require students to have individual Adaptive Physical Education (APE) program per IEP, along with their regular PE schedule. We have (3) APE fulltime teachers who cover our eight buildings and provide the services as stated on the students IEP's

- c. Use of classroom aides - **(yes)**

If a student has an aid assigned to them, that Aid follows the student in the regular physical education class and in the APE setting.

F. Attendance Policy –

Grades 10th – 12th - Please See **Appendix # 12**

Legal Absences (i.e. religious observance, blue passes, field trips, official guidance conference days, required testing, music lessons, student council meetings) MAY NOT EXCEED A TOTAL OF 3 CLASSES PER QUARTER. The fourth absence and beyond must be made up or 5 points per class *absence* will be deducted from the student's grade.

During the quarter, a student might not participate in a class because of failure to change clothing, parent / doctor medical, suspensions, time spend in ISP, truancy, guidance, health center, or other classes. THIS (*THESE*) CLASS (*ES*) MUST BE MADE UP WITHIN ONE WEEK, or 5 points will be deducted from the student's grade *for each class which the student did not participate in.*

There will NOT be make-ups the last week of the quarter.

Special circumstances *may be addressed by the student* with the Physical Education Teacher.

Grades 8th – 9th - Please See **Appendix # 13**

Proper attire is required in order to participate in class activities
Proper attire includes sneakers (must be tied), shorts or sweats, t-shirt, and socks. All clothing must comply with the District's Code of Conduct
Jackets, sweatshirts, and sweatpants are recommended for cold weather
Old sneakers and a change of socks are recommended for outdoor activities
Students may make up an unprepared or class absence during a study hall or lunch. Students may only earn back 5 of the 10 points deducted for an unprepared
Students may earn back all 5 points deducted for an absence
Special circumstances may be addressed by the students with the PE instructor

Grades 6th – 7th - Please See **Appendix # 14**

All non-participation days (unprepared for PE) must be made up during the 10 week marking period of the unprepared day. You may NOT make up a non participation day after the marking period has ended and report card has been sent home. Student with 3 absences within a 10 week marking period must make-up 1 class.

8 points will be taken off for any unprepared days that are not made up during that 10 week marking period.

Options for making up PE class are:

Option #1: Student comes in on the opposite day during a study lab or extended core and participates in class as their make-up.

Option #2: Teacher will assign a make-up plan for homework. This will only be done if you have an extended medical excuse and have not been released by your doctor to participate in the fitness room or other activities in class.

Grades 5th – K (**Same guidelines as grades 6 – 7**)

G. Grading Policy – (Should be more than attending, dressing out, and participation)

Grades 10th – 12th - Please See **Appendix # 12**

Each student begins each quarter with a 100. There are 20 classes within each quarter. Each class is worth 5 points. If a student does not participate to the teacher's satisfaction, is a behavior / discipline problem, is sent to ISP, or is asked to sit out of the activity, the student will lose their 5 points for that class and will not be able to make the class up

Each NON-MADE-UP CLASS will *result in 5 unearned points toward the final average*

Any class cut will result in a *5 unearned points* from your grade, and cannot be made up

ANY STUDENT WHO IS A PARTICIPANT ON AN ATHLETIC TEAM, MARCHING BAND / COLOR GUARD, OR ANY OTHER EXTRACURRICULAR ACTIVITY WHO CHOOSES NOT TO PARTICIPATE ON A GAME DAY / EVENT DAY, WILL *NOT EARN 5 POINTS TOWARD THE FINAL GRADE*. THESE POINTS CANNOT BE MADE UP. THIS WILL BE REPORTED TO THE ATHLETIC DIRECTOR, COACH, OR PERSON IN CHARGE AND THE STUDENT WILL NOT BE ABLE TO PARTICIPATE IN THAT DAY'S CONTEST, PRACTICE, OR EVENT

Students are expected to participate 3 days in every unit offered. Failure to comply will result in a loss of 5 points from their overall grade

Grades 8th – 9th - Please See **Appendix # 13**

Each class is worth 5 points

Students will be evaluated daily based on their effort, attitude, and participation

Students who are unprepared for class will lose 10 points off their final grade

Once a student has four absences from class, 5 points will be deducted from their grade. Another 5 points will be deducted for each additional absence

Classes missed due to a medical will count as class absences

Students who fail to complete all fitness testing components will lose 15 points off their final grade

Grades 6th – 7th - Please See **Appendix # 14**

50% PREPARATION: Appropriate PE clothes, on time for class, responsible for make up etc.

30% PARTICIPATION: Cooperative, participates in class activities w/o being asked, helpful to others, follow directions, etc.

20% BEHAVIOR/ATTITUDE: Follows PE rules in class, uses appropriate words and encouragement during class, positive to teacher and others, helpful to ALL!

Written Homework/Project work – Certain PE units will require assigned written work for class. Points will be taken off their 10-week grade for NOT being prepared with homework assigned.

Grades K – 5th Please See **Appendix # 15**

Participation and evaluation of pre and post fitness test(s)

- a. Rubrics for grades (What do you base the physical education grade on?)
(Appendix 12-15)
- b. Testing: skills and cognitive assessments (how do you assess achievement of learning standards?) **(Appendix 12-15)**
- c. Homework, reading assignments, research papers (focus on literacy across the curriculum is currently an SED goal...including physical education!) **(Appendix 12-15)**

H. Personnel

- a. Elementary program –

Each of the five elementary building has one-fulltime physical education teachers who delivers the physical education instruction. The physical education teachers also provides lesson plans and structure for the class room supervised physical education instruction. Plans for instruction in the classroom and at recess are provided and supervised by each of the elementary physical education teachers.

- b. Secondary program (include who the Director of Physical Education is and his/her qualifications are)

Director of Physical Education is Christopher M Campolieta –
School Administrator/supervisor Certificate Issued 09/01/2011
Physical Education Professional Certificate Issued 12/29/2016
Please See **Appendix # 16**

6th & 7th – Building 3 fulltime physical education teachers

8th & 9th – Building 4 fulltime physical education teachers
10th & 12th – Building 6 fulltime physical education teachers
APE – 3 fulltime teachers plus
1 who splits time between 6th & 7th and Elementary
1 who is at grades 8th & 9th
1 who is at grades 10th - 12th

Please See **Appendix # 17**

I. Facilities

a. Physical Education program use:

The school district has nine gyms, one four lane pool, three fitness centers, one outdoor fitness trail, indoor and outdoor project adventure high elements course, tennis courts, all weathered track with nine lanes, 22 grass fields 1 artificial turf field distributed over eight buildings. Use of community bowling alley, ice arena, several parks, little league baseball/softball fields and water ways.

b. Intramural program use:

Use of all the physical education teachers' facilities listed above.

c. Interscholastic program use:

Use of all the physical education facilities listed above.

d. Community use of facilities:

Use of all the physical education facilities listed above except for the artificial turf field.

J. Administrative Procedures/Policies

Old Policies Please See **Appendix # 18**

New/Updated Policies Please See **Appendix # 19**

7410R (Pages 1-6) – Extra Curricular Activities: Rules and Regulations

7410R.1 (Pages 1-2) – Scholastic Eligibility Code for Interscholastic and Co-Curricular Activities

7410F. - Baldwinsville Central School District Recap of Receipts

7410F.1 - Baldwinsville Central School District Activity Fund Register

7410F.2 - Baldwinsville Central School District Extra Classroom Activity Funds Deposit Form

7410F.3 – Deposit Ticket

7410F.4 - Baldwinsville Central School District Payment Order to the Central Treasure Extra Classroom Activity Fund

7410F.5 - Baldwinsville Central School District Activity Permission and Release Form

7410F.6 - Baldwinsville Central School District Extracurricular Activity Permission Form

7420R (Pages 1-3) – Sports and the Athletic Program

7420R.1 (Pages 1-3) – Mixed Competition Review Panel Guidelines

7420R.2 – Athletic Health Examination

7420R.3 (Pages 1-8) – Code of Conduct for Student Athletes

7420R.4 (Pages 1-2) - Baldwinsville Central School District Scholastic Eligibility Code

7420F - Baldwinsville Central School District Athletic Permission Form

7420F.1 (Pages 1-2) - Baldwinsville Central School District Individual Athletic Profile for Mixed Competition.

7420F.3 - Baldwinsville Central School District Individual Athletic Profile

7420F.4 - Baldwinsville Central School District Pre-Participation Physical Evaluation/health History

7420F.5 - Baldwinsville Central School District Health Appraisal Form

- a. Physicals – regular and sport: health history, physical, return to play procedure)

Regular physical exams – To be completed by the students’ primary doctor. Sports Physical are conducted throughout the school year by the students’ primary to meet the state regulations for the need of a current physical exam within one calendar year of the start of the sport season. A pre-participation form/questionnaire must be completed through Family ID within 30 days of the start of the sports season.

<https://www.familyid.com/organizations/baldwinsville-central-school-district> by the student’s guardian within 30 days of the start of the sport season.

See District Health Appraisal Form **Appendix #19** – Will be filled out by students primary doctor then scanned into Family ID or hand delivered to the appropriate school nurse.

Return to Play Procedure:

The student shall not return to physical activity (including athletics, physical education class and recess) until he/she has been symptom-free for not less than

twenty-four (24) hours, and has been evaluated and received written authorization from a licensed physician. The written authorization will initiate the District's athletic graduated return to play protocol. During this time, monitoring will take place to determine progress toward full return to athletic play. In accordance with Commissioner's Regulations, the School District's Medical Director will give final clearance on a return to activity for extra-class athletics. All such authorizations shall be kept on file in the student's permanent health record. The standards for return to athletic activity will also apply to injuries that occur outside of school. School staff should be aware that students may exhibit concussion symptoms caused by injuries from outside activities and that these visible symptoms also indicate a removal from play. The District shall follow any directives issued by the student's treating physician with regard to limitations and restrictions on school and athletic activities for the student.

The District's Medical Director may also formulate a standard protocol for treatment of students with concussions during the school day.

<http://www.bville.org/tfiles/folder767/CONCUSSION%20MANAGEMENT%20POLICY%202-13-14.pdf>

b. Fitness testing (which one, when, part of grade?)

Elementary - Pacer run, sit-ups, push-ups, and mile (optional)

Middle School – Fitness Gram.

Junior High School – Mile, pacer, shuttle run, sit-ups, push-ups, and plank test.

*Fitness Testing is conducted in September and again in May.

c. Class size and grouping (Title IX is a Federal law mandating coed classes, what exceptions do you have if any? i.e. wrestling)

Elementary - Classes are grouped by grade level. Classes are coed with class sizes between 17-30 students.

6th - 7th Grade – Physical Education classes range from 17-48 students. A majority of classes are separated by gender but some units and activities are taught coed se. Classes are a mixture of both 6th and 7th graders.

8th – 9th Grade - Physical Education classes range from 20-50. Several of the classes coed with gender division for just a few activities.

10th – 12 Grade – Physical Education Classes range in sizes from 15-50. The only classes that are not coed are swimming. All students have access to the same units.

d. Use of non-school facilities (bowling alleys, public pools, golf courses, etc)

Physical Education and athletic use Non-school facilities are not used for PE classes due to the 40 minutes class periods. There would not be enough time to transport students to and from site and also have time for instruction and student participation. Non-school facilities are used for intramurals and for our athletic teams.

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

Each year we have several student teachers placed within our district from area colleges/universities.

Aides are used when a student has an aid assigned to them in the classroom and the student is mainstreamed in Physical education. APE teachers will use the assigned aids if they are not doing one on one instruction. If the APE teachers are teaching a class with several students then the aids are to be present.

Volunteers have not been used in the physical education setting except for special school wide Elementary physical education days.

f. Summer School Program (if offered-can only be to make up failed course)

Summer School program is conducted through the local BOCES which is held in the summer.

g. Safety Practices/Policies – (jewelry, dressing out, safety equipment, field/court inspection, equipment inspections, weather related safety, etc.)

Safety -

NYSPPHSAA Heat Index Procedure

<http://www.nysphsaa.org/Portals/0/PDF/Safety/Heat%20Index%20Procedure.pdf>

NYSPPHSAA Wind Chill Procedure

<http://www.nysphsaa.org/Portals/0/PDF/Wind%20Chill%20Procedure.pdf>

Reconditioning of all football helmets/pads each year with Riddell

Buildings & Grounds and athletic office check fields/courts/mats & track frequently throughout the course of each season.

Each Year Field Turf comes in to inspect/deep groom our artificial turf field. The inspection includes the G-Max Testing.

- h. Alternative physical education - options- allowed or not – (board approved instructors for alternative out-of-school physical education programs per regulation)

We do have homebound physical education provided by a New York State certified physical education teacher for those students who are out on a medical or discipline

K. Athletics

- a. Intramural – for all students regardless of ability & on all levels?

An Intramural program is conducted for grades 4th through 12th. Most of the activities are geared toward lifelong wellness activities. Limited programs are provided for teams sports. The largest attendance is with our wellness (fitness rooms). The past two years we have had over 19,000 individual student days of participation in our high school fitness room.

Baker Weight Room Numbers:

2010-2011 - 16,382

2011-2012 - 17,522

2012-2013 - 15,819

2013-2014 - 19,404

2014-2015 - 17,746

2015-2016 - 11,006

*2016-2017 - 8,482

*YMCA Opened in the Baldwinsville community

- b. Extramural/Club Sports –

We do not conduct extramural programs

- c. Interscholastic Athletics –

- i. Philosophy or program

Our interscholastic program consist of 20 sports supported by 80 teams with 125 coaching positions and over 1000 contests per year.

- ii. Athletic Placement Process (APP) – Policy approved by BoE?
Include copy

We follow the Athletic Placement Process program per the state guidelines. Each year we several students involved in the program. The Board of Education approved the program in July 13, 2015.

Please See **Appendix # 20**

iii. Mixed Competition – procedures outlined

We follow the mixed competition program per the state guidelines. We have had several student athletes that have been approved for mixed competition.

Please See **Appendix # 21**

d. Athletics Policies

i. Hiring policy (posting of positions? paid and non-paid coaches must meet all regulations)

May of each year all 125 coaching positions are posted in our district per contract policy. Those positions not filled with a qualified coach are then advertised in the local media. When interviews are conducted for an open position, the head coach of that sport usually participates in the process with the Athletic director. Candidates for coaching positions are recommended by the athletic director to the superintendent and the BOE for final approval.

Please See **Appendix # 22** – Hiring flow chart, Interscholastic sport extra duty employment, & a list off all fall-winter-spring coaches

ii. Athletics participation for physical education policy (do you allow option of CR135.4?)

Students/Athletes are not allowed to contract out of PE class. All students must meet the PE requirements by being enrolled and participating on Physical education each quarter they are in attendance. Athletes are expected to participate in PE classes and to be model students. It is felt that even a highly skilled athlete needs to be educated in physical activities and even more important is to make sure the athletes are educated on the life time wellness components and to learn how to developed a lifetime fitness program. In order to accomplishment this goal

attendance and participation in physical education classes is imperative.

- iii. Coaching credentials – (beyond “playing” experience) - First Aid, CPR, fingerprinting, violence abuse and child abuse prevention workshops and;

Experience is evaluated and candidates also need current first aid/CPR/AED, concussion and DASA certificates. Completion of fingerprinting, Child Abuse/SAVE workshops are required coaching courses per state mandates and must be completed per state timelines.

- iv. Coaching courses - verifications – all SED required course work completed (Philosophy, Principles and Organization of Athletics in Education; Health Sciences Applied to Coaching; Theory & Techniques of Coaching -must be sport specific)/monitoring/recordkeeping how is this accomplished?

All State Education Department required coursework completed/monitoring is done through the athletic office in coordination with the personal office.

- v. Coaching evaluations –

All head coaches for each sport are completed at the season end meeting with the athletic director. During that meeting the program is reviewed and the coaching evaluations form is completed. The head coach completes a similar evaluation form for all the assistants in their program. These are reviewed and modified during this same meeting.

The athletic director/coaches evaluates all of the head coaches and the head coaches evaluate all of their lower level coaches. Please See **Appendix # 23**

- vi. Code of Conduct – coaches, athletes, student body, parents, etc.

Coaches, athletes, student body , parents, etc. is reviewed on a yearly basis with the District Code of Conduct committee. Changes are suggested as needed to the Board of Education for approval. Athletic Codes are shared with each athlete through Family ID and the parent/guardian/student must sign off that they reviewed the Athletic Code of Conduct. The entire student body

receives the School districts Code of Conduct which also includes the Athletic Code of conduct and the Academic Code of conduct. The Athletic Code of conduct is also published on the District's website under athletics.

<http://www.bville.org/tfiles/folder949/athletic%20code%202017.pdf>

Please See **Appendix #24**

- vii. Athletes – do you address competence, character, civility, citizenship, etc.; discipline; substance abuse; consequences of rule violations; hazing; sexual harassment; violence prevention; etc.?

All of these are addresses on our Athletic Code of conduct

<http://www.bville.org/tfiles/folder949/athletic%20code%202017.pdf>

In the past, we have had all JV and Varsity student athletes sit in on a mandatory DASA seminar, which was provided by our school district's attorney.

- viii. Officials – fingerprint clearance?

Our Section 3 Office oversees the official process through the sports assignors. Emails are out to all of the districts of cleared and not cleared officials.

- ix. Head and Assistant Coach Roles and Responsibilities

Are listed in **Appendix # 25**

- x. Title IX in Athletics

Each year we review our athletic programs for compliance with Title IX over the past years we have added Field Hockey (3 levels) girls Crew (2 levels), 2nd modified girls team, 2nd modified girls volleyball team. Our participation numbers are within the 3 percent boys vs. girls.

Please see **Appendix # 26** for the Total # of boys & girls participants from the 2016-17 athletic seasons (Fall-Winter-Spring) - modified through varsity levels.

Please see **Appendix # 27** for Summary of boys' sports offered by level - Which totals 38 teams

Summary of boy's participation by sport - Which totals 966 participates.

Please see **Appendix # 28** Summary of girls' sports offered by level - Which totals 42 teams

Summary of girl's participation by sport - Which totals 787 participates.

Please see Appendix # for the Total # of boys & girls participates from the 2016-17 athletic seasons (Fall-Winter-Spring)

- xi. Athletic Trainers (does your district use them? What are their responsibilities? Who is the physician that supervises them per regulations?)

The district has contracted with 1 fulltime certified athletic trainer through Syracuse Orthopedic Specialist (SOS). Our trainer is responsible for supervision of the athletic training room, coverage at all contact sports events at the high school level and is available on the main campus & Ray Middle School. Our trainer has a turf vehicle to transport her supplies and athletes if needed.

Please See **Appendix # 29** for contract

e.

- i. Emergency Procedures – at practices, at games (home & away), contact information, etc.

We have Athletic Action Plans for sports with our athletic office Please See **Appendix # 30**.

We require all of our coaches to carry emergency action cards from Family ID in the event of an emergency.

Appendix #1

BEDS Day Snap Shot - Enrollment Data

10/5/2016

	Elden	McNamara	Palmer	Reynolds	VanBuren	Ray	Durgee	Baker	District
K	88	89	68	63	80				388
1	88	91	78	68	80				405
2	72	84	64	72	91				383
3	74	94	86	70	75				399
4	89	102	71	82	94				438
5	91	95	71	76	80				413
6						412			412
7						447			447
8							416		416
9							437		437
10								440	440
11								454	454
12								503	503
Total Enroll	502	555	438	431	500	859	853	1397	5535
%Hispanic	4.8%	9.4%	3.0%	3.0%	3.0%	4.6%	3.5%	3.4%	4.2%
%Am Ind/Alask Nat	0.2%	0.0%	0.2%	0.0%	0.2%	0.3%	0.2%	0.5%	0.3%
%Asian	1.0%	0.7%	0.0%	0.2%	0.6%	0.8%	1.9%	1.9%	1.1%
%Nat Haw/Pac Isl	0.0%	0.2%	0.2%	0.0%	0.0%	0.2%	0.1%	0%	0.1%
&Black & AA	2.6%	2.5%	0.9%	1.6%	0.6%	2.1%	1.8%	2.9%	2.1%
%White	84.7%	82.3%	90.6%	90.0%	90.8%	87.8%	88.6%	88.9%	88.0%
%Multi Racial	61.7%	4.9%	5.0%	5.1%	4.8%	4.1%	3.9%	2.4%	4.2%
% Program 504	1.4%	1.4%	0.4%	1.6%	1.0%	3.5%	2.7%	4.2%	3.0%
% program LEP	0.4%	1.4%	0.7%	1.6%	1.4%	0.0%	0.6%	0.2%	1.0%
% Program IEP	14.7%	14.4%	10.0%	14.6%	11.6%	13.5%	13.6%	12.6%	13.0%

Appendix #2

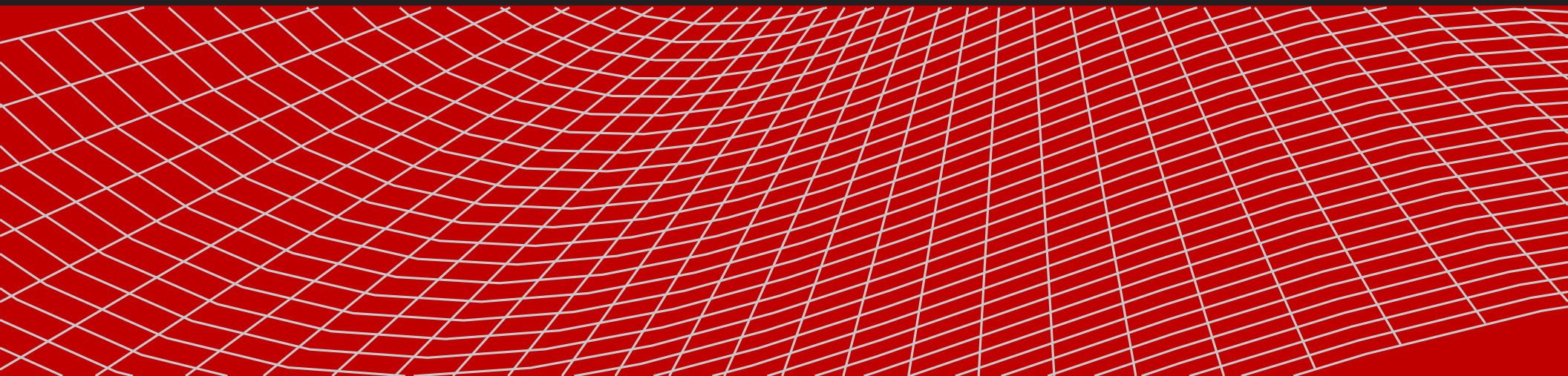
BEDS Day Snap Shot - Enrollment Data

10/04/2017

	Elden	McNamara	Palmer	Reynolds	VanBuren	Ray	Durgee	Baker	District
K	82	84	66	78	88				398
1	92	90	73	68	78				401
2	81	94	84	68	84				411
3	76	80	75	74	94				399
4	78	97	93	70	81				419
5	87	106	77	79	99				448
6						415			415
7						404			404
8							454		454
9							411		411
10								421	421
11								442	442
12								434	434
Total Enroll	496	551	468	437	524	819	865	1297	5457
%Hispanic	4.8%	5.7%	2.7%	3.3%	3.2%	3.9%	4.6%	3.0%	4.2%
%Am Ind/Alask Nat	0.2%	0.0%	0.2%	0.0%	0.2%	0.5%	0.2%	0.5%	0.3%
%Asian	1.0%	0.6%	0.6%	0.2%	0.6%	1.0%	0.9%	1.8%	1.0%
%Nat Haw/Pac Isl	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.3%	0%	0.1%
&Black & AA	2.6%	1.8%	1.1%	1.1%	1.2%	1.2%	2.5%	2.6%	1.8%
%White	84.7%	85.7%	89.7%	90.8%	89.1%	89.2%	87.1%	89.4%	88.2%
%Multi Racial	6.7%	6.2%	5.5%	4.6%	5.7%	4.2%	4.4%	2.7%	4.4%
% Program 504	1.2%	1.3%	2.1%	2.3%	0.8%	4.5%	3.1%	4.5%	2.9%
% program LEP	0.6%	0.9%	0.8%	1.4%	0.4%	0.2%	0.0%	0.5%	0.5%
% Program IEP	16.4%	15.8%	13.3%	14.9%	15.0%	12.9%	15.0%	12.2%	14.1%

Appendix #3

Grade-Level Outcomes for K-12 Physical Education



Grade-Level Outcomes for K-12 Physical Education



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National Standards & Grade-Level Outcomes for K-12 Physical Education

Find even more guidance on using the new National Standards in *National Standards & Grade-Level Outcomes for K-12 Physical Education* (SHAPE America, 2014). Designed as a tool for physical educators at all levels, this book offers guidance on planning curricula, designing units and lessons, tracking student progress across grades and more. Purchase your copy at www.humankinetics.com/shapeamerica-online-store.

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National Standards for K-12 Physical Education

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

* Adapted from NASPE. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27 - 30.

Outcomes for Elementary School Students (K – Grade 5)

By the end of Grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic movement concepts in dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.

Note: Swimming skills and water-safety activities should be taught if facilities permit.

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>						
S1.E1 Locomotor <i>Hopping, galloping, running, sliding, skipping, leaping</i>	Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)	Hops, gallops, jogs and slides using a mature pattern. (S1.E1.1)	Skips using a mature pattern. (S1.E1.2)	Leaps using a mature pattern. (S1.E1.3)	Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences. (S1.E1.4)	Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance. (S1.E1.5a) Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. (S1.E1.5b) Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E1.5c)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E2 Locomotor <i>jogging, running</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	Runs with a mature pattern. (S1.E2.2a) Travels showing differentiation between jogging and sprinting. (S1.E2.2b)	Travels showing differentiation between sprinting and running. (S1.E2.3)	Runs for distance using a mature pattern. (S1.E2.4)	Uses appropriate pacing for a variety of running distances. (S1.E2.5)
S1.E3 Locomotor <i>Jumping and landing, horizontal plane</i>	Performs jumping and landing actions with balance. (S1.E3.K) <i>Note: This outcome applies to both horizontal and vertical jumping and landing.</i>	Demonstrates <u>2</u> of the <u>5</u> critical elements for jumping and landing in a horizontal plane using two-foot take-offs and landings. (S1.E3.1)	Demonstrates <u>4</u> of the <u>5</u> critical elements for jumping and landing in a horizontal plane using a variety of one- and two-foot take-offs and landings. (S1.E3.2)	Jumps and lands in the horizontal and vertical planes using a mature pattern. (S1.E3.3) <i>Note: This outcome applies to both horizontal and vertical jumping and landing.</i>	Uses spring-and-step take-offs and landings specific to gymnastics. (S1.E3.4) <i>Note: This outcome applies to both horizontal and vertical jumping and landing.</i>	Combines jumping and landing patterns with locomotor and manipulative skills in dance, educational gymnastics and small-sided practice tasks and games environments. (S1.E3.5) <i>Note: This outcome applies to both horizontal and vertical jumping and landing.</i>
S1.E4 Locomotor <i>Jumping and landing, vertical plane</i>		Demonstrates <u>2</u> of the <u>5</u> critical elements for jumping and landing in a vertical plane. (S1.E4.1)	Demonstrates <u>4</u> of the <u>5</u> critical elements for jumping and landing in a vertical plane. (S1.E4.2)			
S1.E5 Locomotor <i>Dance</i>	Performs locomotor skills in response to teacher-led creative dance. (S1.E5.K)	Combines locomotor and nonlocomotor skills in a teacher-designed dance. (S1.E5.1)	Performs a teacher-and/or student-designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)	Performs teacher-selected and developmentally appropriate dance steps and movement patterns. (S1.E5.3)	Combines locomotor movement patterns and dance steps to create and perform an original dance. (S1.E5.4)	Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. (S1.E5.5)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E6 Locomotor <i>Combinations</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3)	Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks. (S1.E6.4)	Applies skill.
S1.E7 Nonlocomotor* (stability) <i>Balance</i>	Maintains momentary stillness on different bases of support. (S1.E7.Ka) Forms wide, narrow, curled and twisted body shapes. (S1.E7.Kb)	Maintains stillness on different bases of support with different body shapes. (S1.E7.1)	Balances on different bases of support, combining levels and shapes. (S1.E7.2a) Balances in an inverted position* with stillness and supportive base. (S1.E7.2b)	Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3)	Balances on different bases of support on apparatus, demonstrating levels and shapes. (S1.E7.4)	Combines balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.E7.5)
S1.E8 Nonlocomotor (stability) <i>Weight transfer</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 1.</i>	Transfers weight from one body part to another in self-space in dance and gymnastics (S1.E8.1)	Transfers weight from feet to different body parts/bases of support for balance and/or (S1.E8.2)	Transfers weight from feet to hands for momentary weight support. (S1.E8.3)	Transfers weight from feet to hands, varying speed and using large extensions (e.g., mule kick, handstand, cartwheel). ¹ (S1.E8.4)	Transfers weight in gymnastics and dance environments. (S1.E8.5)
S1.E9 Nonlocomotor (stability) <i>Weight transfer, rolling</i>	Rolls sideways in a narrow body shape. (S1.E9.K)	Rolls with either a narrow or curled body shape. (S1.E9.1)	Rolls in different directions with either a narrow or curled body shape. (S1.E9.2)	Applies skill.	Applies skill.	Applies skill.

*Teachers must use differentiated instruction and developmentally appropriate practice tasks for individual learners when presenting transfers of weight from feet to other body parts.

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>S1.E10 Nonlocomotor (stability)</p> <p><i>Curling and stretching; twisting and bending</i></p>	<p>Contrasts the actions of curling and stretching. (S1.E10.K)</p>	<p>Demonstrates twisting, curling, bending and stretching actions. (S1.E10.1)</p>	<p>Differentiates among twisting, curling, bending and stretching actions. (S1.E10.2)</p>	<p>Moves into and out of gymnastics balances with curling, twisting and stretching actions. (S1.E10.3)</p>	<p>Moves into and out of balances on apparatus with curling, twisting and stretching actions. (S1.E10.4)</p>	<p>Performs curling, twisting and stretching actions with correct application in dance, gymnastics, small-sided practice tasks and games environments. (S1.E10.5)</p>
<p>S1.E11 Nonlocomotor (stability)</p> <p><i>Combinations</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i></p>	<p>Combines balances and transfers into a three-part sequence (i.e., dance, gymnastics). (S1.E11.2)</p>	<p>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. (S1.E11.3)</p>	<p>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. (S1.E11.4)</p>	<p>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group. (S1.E11.5)</p>
<p>S1.E12 Nonlocomotor (stability)</p> <p><i>Balance and weight transfers</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p>	<p>Combines balance and weight transfers with movement concepts to create and perform a dance. (S1.E12.3)</p>	<p>Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus. (S1.E12.4)</p>	<p>Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. (S1.E12.5)</p>

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E13 Manipulative <i>Underhand throw</i>	Throws underhand with opposite foot forward. (S1.E13.K)	Throws underhand, demonstrating <u>2</u> of <u>the 5</u> critical elements of a mature pattern. (S1.E13.1)	Throws underhand using a mature pattern. (S1.E13.2)	Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3)	Applies skill.	Throws underhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a) Throws underhand to a large target with accuracy. (S1.E13.5b)
S1.E14 Manipulative <i>Overhand throw</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	Throws overhand, demonstrating <u>2</u> of <u>the 5</u> critical elements of a mature pattern. (S1.E14.2)	Throws overhand, demonstrating <u>3</u> of <u>the 5</u> critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force. (S1.E14.3)	Throws overhand using a mature pattern in nondynamic environments (closed skills). (S1.E14.4a) Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b)	Throws overhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a) Throws overhand to a large target with accuracy. (S1.E13.5b)
S1.E15 Manipulative <i>Passing with hands</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	Throws to a moving partner with reasonable accuracy in a nondynamic environment (closed skills). (S1.E15.4)	Throws with accuracy, both partners moving. (S1.E15.5a) Throws with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E15.5b)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>S1.E16 Manipulative</p> <p><i>Catching</i></p>	<p>Drops a ball and catches it before it bounces twice. (S1.E16.Ka)</p> <p>Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)</p>	<p>Catches a soft object from a self-toss before it bounces. (S1.E16.1a)</p> <p>Catches various sizes of balls self-tossed or tossed by a skilled thrower. (S1.E16.1b)</p>	<p>Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. (S1.E16.2)</p>	<p>Catches a gently tossed hand-size ball from a partner, demonstrating <u>4 of the 5</u> critical elements of a mature pattern. (S1.E16.3)</p>	<p>Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills). (S1.E16.4)</p>	<p>Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a nondynamic environment (closed skills). (S1.E16.5a)</p> <p>Catches with accuracy, both partners moving. (S1.E16.5b)</p> <p>Catches with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E16.5c)</p>
<p>S1.E17 Manipulative</p> <p><i>Dribbling and/or ball control with hands</i></p>	<p>Dribbles a ball with one hand, attempting the second contact. (S1.E17.K)</p>	<p>Dribbles continuously in self-space using the preferred hand. (S1.E17.1)</p>	<p>Dribbles in self-space with preferred hand demonstrating a mature pattern. (S1.E17.2a)</p> <p>Dribbles using the preferred hand while walking in general space. (S1.E17.2b)</p>	<p>Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body. (S1.E17.3)</p>	<p>Dribbles in self-space with both the preferred and the nonpreferred hands using a mature pattern. (S1.E17.4a)</p> <p>Dribbles in general space with control of ball and body while increasing and decreasing speed. (S1.E17.4b)</p>	<p>Combines hand dribbling with other skills during 1v1 practice tasks. (S1.E17.5)</p>

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E18 Manipulative <i>Dribbling/ball control with feet</i>	Taps a ball using the inside of the foot, sending it forward. (S1.E18.K)	Taps or dribbles a ball using the inside of the foot while walking in general space. (S1.E18.1)	Dribbles with the feet in general space with control of ball and body. (S1.E18.2)	Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3)	Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. (S1.E18.4)	Combines foot dribbling with other skills in 1v1 practice tasks. (S1.E18.5)
S1.E19 Manipulative <i>Passing and receiving with feet</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	Passes and receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass. (S1.E19.3)	Passes and receives a ball with the insides of the feet to a moving partner in a nondynamic environment (closed skills). (S1.E19. 4a) Passes and receives a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass. (S1.E19.4b)	Passes with the feet using a mature pattern as both partners travel. (S1.E19.5a) Receives a pass with the foot using a mature pattern as both partners travel. (S1.E19.5b)
S1.E20 Manipulative <i>Dribbling in combination</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). (S1.E20.4)	Dribbles with hands or feet with mature patterns in a variety of small-sided game forms. (S1.E20.5)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>S1.E21 Manipulative</p> <p><i>Kicking</i></p>	<p>Kicks a stationary ball from a stationary position, demonstrating <u>2 of the 5</u> critical elements of a mature kicking pattern. (S1.E21.K)</p>	<p>Approaches a stationary ball and kicks it forward, demonstrating <u>2 of the 5</u> critical elements of a mature pattern. (S1.E21.1)</p>	<p>Uses a continuous running approach and kicks a moving ball, demonstrating <u>3 of the 5</u> critical elements of a mature pattern. (S1.E21.2)</p>	<p>Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating <u>4 of the 5</u> critical elements of a mature pattern for each. (S1.E21.3a)</p> <p>Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b)</p>	<p>Kicks along the ground and in the air, and punts using mature patterns. (S1.E21.4)</p>	<p>Demonstrates mature patterns in kicking and punting in small-sided practice task environments. (S1.E21.5)</p>
<p>S1.E22 Manipulative</p> <p><i>Volley, underhand</i></p>	<p>Volleys a light-weight object (balloon), sending it upward. (S1.E22.K)</p>	<p>Volleys an object with an open palm, sending it upward. (S1.E22.1)</p>	<p>Volleys an object upward with consecutive hits. (S1.E22.2)</p>	<p>Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating <u>4 of the 5</u> critical elements of a mature pattern. (S1.E22.3)</p>	<p>Volleys underhand using a mature pattern, in a dynamic environment (e.g., two square, four square, handball). (S1.E22.4)</p>	<p>Applies skill.</p>

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>S1.E23 Manipulative</p> <p><i>Volley, overhead</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p>Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating <u>4 of the 5</u> critical elements of a mature pattern. (S1.E23.4)</p>	<p>Volleys a ball using a two-hand overhead pattern, sending it upward to a target. (S1.E23.5)</p>
<p>S1.E24 Manipulative</p> <p><i>Striking, short implement</i></p>	<p>Strikes a light-weight object with a paddle or short-handled racket. (S1.E24.K)</p>	<p>Strikes a ball with a short-handled implement, sending it upward. (S1.E24.1)</p>	<p>Strikes an object upward with a short-handled implement, using consecutive hits. (S1.E24.2)</p>	<p>Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. (S1.E24.3a)</p> <p>Strikes an object with a short-handled implement while demonstrating <u>3 of the 5</u> critical elements of a mature pattern. (S1.E24.3b)</p>	<p>Strikes an object with a short-handled implement while demonstrating a mature pattern. (S1.E24.4a)</p> <p>Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. (S1.E24.4b)</p>	<p>Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment. (S1.E24.5)</p>

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>S1.E25 Manipulative</p> <p><i>Striking, long implement</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i></p>	<p>Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/ proper body orientation. (S1.E25.2)</p>	<p>Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. <i>Note:</i> Use batting tee or ball tossed by teacher for batting. (S1.E25.3)</p>	<p>Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating <u>3 of the 5</u> critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through). (S1.E25.4)</p>	<p>Strikes a pitched ball with a bat using a mature pattern. (S1.E25.5a)</p> <p>Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. (S1.E25.5b)</p>
<p>S1.E26 Manipulative</p> <p><i>In combination with locomotor</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p>Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/ or student-designed small-sided practice-task environments. (S1.E26.4)</p>	<p>Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E26.5)</p>

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>S1.E27 Manipulative</p> <p><i>Jumping rope</i></p>	<p>Executes a single jump with self-turned rope. (S1.E27.Ka)</p> <p>Jumps a long rope with teacher-assisted turning. (S1.E27.Kb)</p>	<p>Jumps forward or backward consecutively using a self-turned rope. (S1.E27.1a)</p> <p>Jumps a long rope <u>up to 5 times consecutively</u> with teacher-assisted turning. (S1.E27.1b)</p>	<p>Jumps a self-turned rope consecutively forward and backward with a mature pattern. (S1.E27.2a)</p> <p>Jumps a long rope <u>5 times consecutively</u> with student turners. (S1.E27.2b)</p>	<p>Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes. (S1.E27.3)</p>	<p>Creates a jump-rope routine with either a short or long rope. (S1.E27.4)</p>	<p>Creates a jump-rope routine with a partner, using either a short or long rope. (S1.E27.5)</p>

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i>						
S2.E1 Movement concepts <i>Space</i>	Differentiates between movement in personal (self-space) and general space. (S2.E1.Ka) Moves in personal space to a rhythm. (S2.E1.Kb)	Moves in self-space and general space in response to designated beats or rhythms. (S2.E1.1)	Combines loco-motor skills in general space to a rhythm. (S2.E1.2)	Recognizes the concept of open spaces in a movement context. (S2.E1.3)	Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). (S2.E1.4a) Applies the concept of closing spaces in small-sided practice tasks. (S2.E1.4b) Dribbles in general space with changes in direction and speed. (S2.E1.4c)	Combines spatial concepts with loco-motor and nonloco-motor movements for small groups in gymnastics, dance and games environments. (S2.E1.5)
S2.E2 Movement concepts <i>Pathways, shapes, levels</i>	Travels in three different pathways. (S2.E2.K)	Travels demonstrating low, middle and high levels. (S2.E2.1a) Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (S2.E2.1b)	Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences. ² (S2.E2.2)	Recognizes loco-motor skills specific to a wide variety of physical activities. (S2.E2.3)	Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. (S2.E2.4)	Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction. (S2.E2.5)

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>S2.E3 Movement concepts</p> <p><i>Speed, direction, force</i></p>	<p>Travels in general space with different speeds. (S2.E3.K)</p>	<p>Differentiates between fast and slow speeds. (S2.E3.1a)</p> <p>Differentiates between strong and light force. (S2.E3.1b)</p>	<p>Varies time and force with gradual increases and decreases. (S2.E3.2)</p>	<p>Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher. (S2.E3.3)</p>	<p>Applies the movement concepts of speed, endurance and pacing for running. (S2.E3.4a)</p> <p>Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target. (S2.E3.4b)</p>	<p>Applies movement concepts to strategy in game situations. (S2.E3.5a)</p> <p>Applies the concepts of direction and force to strike an object with a long-handled implement. (S2.E3.5b)</p> <p>Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics. (S2.E3.5c)</p>
<p>S2.E4 Movement concepts</p> <p><i>Alignment and muscular tension</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p>	<p>Employs the concept of alignment in gymnastics and dance. (S2.E4.3a)</p> <p>Employs the concept of muscular tension with balance in gymnastics and dance. (S2.E4.3b)</p>	<p>Applies skill.</p>	<p>Applies skill.</p>

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>S2.E5 Movement concepts</p> <p><i>Strategies & tactics</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p>	<p>Applies simple strategies and tactics in chasing activities. (S2.E5.3a)</p> <p>Applies simple strategies in fleeing activities. (S2.E5.3b)</p>	<p>Applies simple offensive strategies and tactics in chasing and fleeing activities. (S2.E5.4a)</p> <p>Applies simple defensive strategies and tactics in chasing and fleeing activities. (S2.E5.4b)</p> <p>Recognizes the types of kicks needed for different games and sports situations. (S2.E5.4c)</p>	<p>Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. (S2.E5.5a)</p> <p>Applies basic offensive and defensive strategies and tactics in net and wall small-sided practice tasks. (S2.E5.5b)</p> <p>Recognizes the type of throw, volley or striking action needed for different games and sports situations. (S2.E5.5c)</p>

Standard 3	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i>						
S3.E1 Physical activity knowledge	Identifies active-play opportunities outside physical education class. (S3.E1.K)	Discusses the benefits of being active and exercising and/or playing. (S3.E1.1)	Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family). (S3.E1.2)	Charts participation in physical activities outside physical education class. (S3.E1.3a) Identifies physical activity as a way to become healthier. (S3.E1.3b)	Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4)	Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)
S3.E2 Engages in physical activity	Participates actively in physical education class. (S3.E2.K)	Engages actively in physical education class. (S3.E2.1)	Engages actively in physical education class in response to instruction and practice. (S3.E2.2)	Engages actively in the activities of physical education class without teacher prompting. (S3.E2.3)	Engages actively in the activities of physical education class, both teacher-directed and independent. (S3.E2.4)	Engages actively in all of the activities of physical education. (S3.E2.5)
S3.E3 Fitness knowledge	Recognizes that when you move fast, your heart beats faster and you breathe faster. ³ (S3.E3.K)	Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. (S3.E3.1)	Uses own body as resistance (e.g., holds body in plank position, animal walks) ⁴ for developing strength. (S3.E3.2a) Identifies physical activities that contribute to fitness. (S3.E3.2b)	Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3)	Identifies the components of health-related fitness. ⁵ (S3.E3.4)	Differentiates between skill-related and health-related fitness. ⁶ (S3.E3.5)
S3.E4 Fitness knowledge	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	Recognizes the importance of warm-up and cool-down relative to vigorous physical activity. (S3.E4.3)	Demonstrates warm-up and cool-down relative to the cardiorespiratory fitness assessment. (S3.E4.4)	Identifies the need for warm-up and cool-down relative to various physical activities. (S3.E4.5)

Standard 3	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S3.E5 Assessment and program planning	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	Demonstrates, with teacher direction, the health-related fitness components. (S3.E5.3)	Completes fitness assessments (pre and post). (S3.E5.4a) Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.E5.4b)	Analyzes results of fitness assessment (pre and post), comparing results to fitness components for good health. (S3.E5.5a) Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b)
S3.E6 Nutrition	Recognizes that food provides energy for physical activity. (S3.E6.K)	Differentiates between healthy and unhealthy foods. (S3.E6.1)	Recognizes the “good health balance” of good nutrition with physical activity. (S3.E6.2)	Identifies foods that are beneficial for before and after physical activity. (S3.E6.3)	Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)	Analyzes the impact of food choices relative to physical activity, youth sports and personal health. (S3.E6.5)

Standard 4	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i>						
S4.E1 Personal responsibility	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)	Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)	Practices skills with minimal teacher prompting. (S4.E1.2)	Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)	Exhibits responsible behavior in independent group situations. (S4.E1.4)	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)
S4.E2 Personal responsibility	Acknowledges responsibility for behavior when prompted. (S4.E2.K)	Follows the rules and parameters of the learning environment. (S4.E2.1)	Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2)	Works independently for extended periods of time. (S4.E2.3)	Reflects on personal social behavior in physical activity. (S4.E2.4)	Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a) Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)
S4.E3 Accepting feedback	Follows instruction and directions when prompted. (S4.E3.K)	Responds appropriately to general feedback from the teacher. (S4.E3.1)	Accepts specific corrective feedback from the teacher. (S4.E3.2)	Accepts and implements specific corrective feedback from the teacher. (S4.E3.3)	Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4)	Gives corrective feedback respectfully to peers. (S4.E3.5)

Standard 4	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S4.E4 Working with others	Shares equipment and space with others. (S4.E4.K)	Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.1)	Works independently with others in partner environments. (S4.E4.2)	Works cooperatively with others. (S4.E4.3a) Praises others for their success in movement performance. (S4.E4.3b)	Praises the movement performance of others both more skilled and less skilled. (S4.E4.4a) Accepts players of all skill levels into the physical activity. (S4.E4.4b)	Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
S4.E5 Rules & etiquette	Recognizes the established protocol for class activities. (S4.E5.K)	Exhibits the established protocols for class activities. (S4.E5.1)	Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2)	Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3)	Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)	Critiques the etiquette involved in rules of various game activities. (S4.E5.5)
S4.E6 Safety	Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)	Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)	Works independently and safely in physical education. (S4.E6.2a) Works safely with physical education equipment. (S4.E6.2b)	Works independently and safely in physical activity settings. (S4.E6.3)	Works safely with peers and equipment in physical activity settings. (S4.E6.4)	Applies safety principles with age-appropriate physical activities. (S4.E6.5)

Standard 5	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>						
S5.E1 Health	Recognizes that physical activity is important for good health. (S5.E1.K)	Identifies physical activity as a component of good health. (S5.E1.1)	Recognizes the value of “good health balance.” (S3.E6.2)	Discusses the relationship between physical activity and good health. (S5.E1.3)	Examines the health benefits of participating in physical activity. (S5.E1.4)	Compares the health benefits of participating in selected physical activities. (S5.E1.5)
S5.E2 Challenge	Acknowledges that some physical activities are challenging/difficult. (S5.E2.K)	Recognizes that challenge in physical activities can lead to success. (S5.E2.1)	Compares physical activities that bring confidence and challenge. (S5.E2.2)	Discusses the challenge that comes from learning a new physical activity. (S5.E2.3)	Rates the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)	Expresses (via written essay, visual creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)
S5.E3 Self-expression & enjoyment	Identifies physical activities that are enjoyable. ⁷ (S5.E3.Ka) Discusses the enjoyment of playing with friends. (S5.E3.Kb)	Describes positive feelings that result from participating in physical activities. (S5.E3.1a) Discusses personal reasons (i.e., the “why”) for enjoying physical activities. (S5.E3.1b)	Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks in games environments). (S5.E3.2)	Reflects on the reasons for enjoying selected physical activities. (S5.E3.3)	Ranks the enjoyment of participating in different physical activities. (S5.E3.4)	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)
S5.E4 Social interaction	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)	Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4)	Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5)

Outcomes for Middle School Students (Grades 6 – 8)

By the end of Grade 8, the learner will apply tactics and strategies to modified game play; demonstrate fundamental movement skills in a variety of contexts; design and implement a health-enhancing fitness program; participate in self-selected physical activity; cooperate with and encourage classmates; accept individual differences and demonstrate inclusive behaviors; and engage in physical activity for enjoyment and self-expression. **Note:** Swimming skills and water-safety activities should be taught if facilities permit.

Standard 1	Grade 6	Grade 7	Grade 8
<i>Demonstrates competency in a variety of motor skills and movement patterns.</i>			
S1.M1 Dance and rhythms	Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance. (S1.M1.6)	Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance. (S1.M1.7)	Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group. (S1.M1.8)
S1.M2 Games and sports Invasion and field games <i>Throwing</i>	Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2 nd base to 1 st base). (S1.M2.6)	Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. (S1.M2.7)	Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. (S1.M2.8)
S1.M3 <i>Catching</i>	Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. (S1.M3.6)	Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play. (S1.M3.7)	Catches using an implement in a dynamic environment or modified game play. (S1.M3.8)
S1.M4 Games and sports Invasion games <i>Passing and receiving</i>	Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed, with competency, in invasion games such as basketball, flag football, speedball or team handball. (S1.M4.6)	Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed, with competency, in invasion games such as soccer or speedball. (S1.M4.7)	Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level, with competency, in invasion games such as lacrosse or hockey (floor, field, ice). (S1.M4.8)

Note: For operational definitions and examples of activity types, see end of middle school section (p. 32).

Standard 1	Grade 6	Grade 7	Grade 8
S1.M5 Games and sports Invasion games <i>Passing & receiving</i>	Throws, while stationary, a leading pass to a moving receiver. (S1.M5.6)	Throws, while moving, a leading pass to a moving receiver. (S1.M5.7)	Throws a lead pass to a moving partner off a dribble or pass. (S1.M5.8)
S1.M6 Games and sports Invasion games <i>Offensive skills</i>	Performs pivots, fakes and jab steps designed to create open space during practice tasks. (S1.M6.6)	Executes <u>at least 1</u> of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. (S1.M6.7)	Executes <u>at least 2</u> of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M6.8)
S1.M7 Games and sports Invasion games <i>Offensive skills</i>	Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes. (S1.M7.6)	Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes. (S1.M7.7)	Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes. (S1.M7.8)
S1.M8 Games and sports Invasion games <i>Dribbling and ball control</i>	Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. (S1.M8.6)	Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks. (S1.M8.7)	Dribbles with dominant and nondominant hands using a change of speed and direction in small-sided game play. (S1.M8.8)
S1.M9 Games and sports Invasion games <i>Dribbling/ball control</i>	Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. (S1.M9.6)	Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks. (S1.M9.7)	Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play. (S1.M9.8)
S1.M10 Games and sports Invasion games <i>Shooting on goal</i>	Shoots on goal with power in a dynamic environment as appropriate to the activity. (S1.M10.6)	Shoots on goal with power and accuracy in small-sided game play. (S1.M10.7)	Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse. (S1.M10.8)
S1.M11 Games and sports Invasion games <i>Defensive skills</i>	Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6)	Slides in all directions while on defense without crossing feet. (S1.M11.7)	Drop-steps in the direction of the pass during player-to-player defense. (S1.M11.8)
S1.M12 Games and sports Net and wall games <i>Serving</i>	Performs a legal underhand serve with control for net and wall games such as badminton, volleyball or pickleball. (S1.M12.6)	Executes consistently (at least 70 percent of the time) a legal underhand serve to a predetermined target for net and wall games such as badminton, volleyball or pickleball. (S1.M12.7)	Executes consistently (at least 70 percent of the time) a legal underhand serve for distance and accuracy for net and wall games such as badminton, volleyball or pickleball. (S1.M12.8)

Standard 1	Grade 6	Grade 7	Grade 8
<p>S1.M13 Games and sports Net and wall games</p> <p><i>Striking</i></p>	Strikes with a mature overhand pattern in a nondynamic environment for net or wall games such as volleyball, handball, badminton or tennis. (S1.M13.6)	Strikes with a mature overhand pattern in a dynamic environment for net or wall games such as volleyball, handball, badminton or tennis. (S1.M13.7)	Strikes with a mature overhand pattern in a modified net or wall game such as volleyball, handball, badminton or tennis. (S1.M13.8)
<p>S1.M14 Games and sports Net and wall games</p> <p><i>Forehand & backhand</i></p>	Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racket tennis. (S1.M14.6)	Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis. (S1.M14.7)	Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton or paddle ball. (S1.M14.8)
<p>S1.M15 Games and sports Net and wall games</p> <p><i>Weight transfer</i></p>	Transfers weight with correct timing for the striking pattern. (S1.M15.6)	Transfers weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side. (S1.M15.7)	Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides. (S1.M15.8)
<p>S1.M16 Games and sports Net and wall games</p> <p><i>Volley</i></p>	Forehand-volleys with a mature form and control using a short-handled implement. (S1.M16.6)	Forehand- and backhand-volleys with a mature form and control using a short-handled implement. (S1.M16.7)	Forehand- and backhand-volleys with a mature form and control using a short-handled implement during modified game play. (S1.M16.8)
<p>S1.M17 Games and sports Net and wall games</p> <p><i>Two-hand volley</i></p>	Two-hand-volleys with control in a variety of practice tasks. (S1.M17.6)	Two-hand-volleys with control in a dynamic environment. (S1.M17.7)	Two-hand-volleys with control in a small-sided game. (S1.M17.8)
<p>S1.M18 Games and sports Target games</p> <p><i>Throwing</i></p>	Demonstrates a mature throwing pattern for a modified target game such as bowling, bocce or horseshoes. (S1.M18.6)	Executes consistently (70 percent or more of the time) a mature throwing pattern for target games such as bowling, bocce or horseshoes. (S1.M18.7)	Performs consistently (70 percent or more of the time) a mature throwing pattern, with accuracy and control, for target games such as bowling, bocce or horseshoes. (S1.M18.8)
<p>S1.M19 Games and sports Target games</p> <p><i>Striking</i></p>	Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard and golf. (S1.M19.6)	Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard and golf. (S1.M19.7)	Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard and golf. (S1.M19.8)

Standard 1	Grade 6	Grade 7	Grade 8
S1.M20 Games and sports Fielding and striking games <i>Throwing</i>	Strikes a pitched ball with an implement with force in a variety of practice tasks. (S1.M20.6)	Strikes a pitched ball with an implement to open space in a variety of practice tasks. (S1.M20.7)	Strikes a pitched ball with an implement for power to open space in a variety of small-sided games. (S1.M20.8)
S1.M21 Games and sports Fielding and striking games <i>Catching</i>	Catches, with a mature pattern, from different trajectories using a variety of objects in a varying practice tasks. (S1.M21.6)	Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play. (S1.M21.7)	Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play. (S1.M21.8)
S1.M22 Outdoor pursuits <i>(See p. 32 for examples)</i>	Demonstrates correct technique for basic skills in <u>1</u> self-selected outdoor activity. (S1.M22.6)	Demonstrates correct technique for a variety of skills in <u>1</u> self-selected outdoor activity. (S1.M22.7)	Demonstrates correct technique for basic skills in <u>at least 2</u> self-selected outdoor activities. (S1.M22.8)
S1.M23 Aquatics	Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum.		
S1.M24 Individual-performance activities <i>(See p. 32 for examples)</i>	Demonstrates correct technique for basic skills in <u>1</u> self-selected individual-performance activity. (S1.M24.6)	Demonstrates correct technique for a variety of skills in <u>1</u> self-selected individual-performance activity. (S1.M24.7)	Demonstrates correct technique for basic skills in <u>at least 2</u> self-selected individual-performance activities. (S1.M24.8)

Standard 2	Grade 6	Grade 7	Grade 8
<i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i>			
S2.M1 Games and sports⁸ Invasion games <i>Creating space with movement</i>	Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). (S2.M1.6)	Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal). (S2.M1.7)	Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.M1.8)
S2.M2 Games and sports Invasion games <i>Creating space with offensive tactics</i>	Executes <u>at least 1</u> of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go. (S2.M2.6)	Executes <u>at least 2</u> of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go. (S2.M2.7)	Executes <u>at least 3</u> of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go. (S2.M2.8)
S2.M3 Games and sports Invasion games <i>Creating space using width and length</i>	Creates open space by using the width and length of the field or court on offense. (S2.M3.6)	Creates open space by staying spread on offense, and cutting and passing quickly. (S2.M3.7)	Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M3.8)
S2.M4 Games and sports Invasion games <i>Reducing space by changing size and shape</i>	Reduces open space on defense by making the body larger and reducing passing angles. (S2.M4.6)	Reduces open space on defense by staying close to the opponent as he/she nears the goal. (S2.M4.7)	Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective). (S2.M4.8)
S2.M5 Games and sports Invasion games <i>Reducing space using denial</i>	Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. (S2.M5.6)	Reduces open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection. (S2.M5.7)	Reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection. (S2.M5.8)
S2.M6 Games and sports Invasion games <i>Transitions</i>	Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)	Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. (S2.M6.7)	Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)

Standard 2	Grade 6	Grade 7	Grade 8
<p>S2.M7 Games and sports Net and wall games</p> <p><i>Creating space through variation</i></p>	Creates open space in net or wall games with a short-handled implement by varying force and direction. (S2.M7.6)	Creates open space in net or wall games with a long-handled implement by varying force and direction, and by moving opponent from side to side. (S2.M7.7)	Creates open space in net or wall games with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back. (S2.M7.8)
<p>S2.M8 Games and sports Net and wall games</p> <p><i>Using tactics & shots</i></p>	Reduces offensive options for opponents by returning to mid-court position. (S2.M8.6)	Selects offensive shot based on opponent's location (hit where opponent is not). (S2.M8.7)	Varies placement, force and timing of return to prevent anticipation by opponent. (S2.M8.8)
<p>S2.M9 Games and sports Target games</p> <p><i>Shot selection</i></p>	Selects appropriate shot and/or club based on location of the object in relation to the target. (S2.M9.6)	Varies the speed and/or trajectory of the shot based on location of the object in relation to the target. (S2.M9.7)	Varies the speed, force and trajectory of the shot based on location of the object in relation to the target. (S2.M9.8)
<p>S2.M10 Games and sports Fielding and striking games</p> <p><i>Offensive strategies</i></p>	Identifies open spaces and attempts to strike object into that space. (S2.M10.6)	Uses a variety of shots (e.g., slap and run, bunt, line drive, high arc) to hit to open space. (S2.M10.7)	Identifies sacrifice situations and attempt to advance a teammate. (S2.M10.8)
<p>S2.M11 Games and sports Fielding and striking games</p> <p><i>Reducing space</i></p>	Identifies the correct defensive play based on the situation (e.g., number of outs). (S2.M11.6)	Selects the correct defensive play based on the situation (e.g., number of outs). (S2.M11.7)	Reduces open spaces in the field by working with teammates to maximize coverage. (S2.M11.8)
<p>S2.M12 Individual-performance activities, dance and rhythms</p> <p><i>Movement concepts</i></p>	Varies application of force during dance or gymnastic activities. (S2.M12.6)	Identifies and applies Newton's laws of motion to various dance or movement activities. (S2.M12.7)	Describes and applies mechanical advantage(s) for a variety of movement patterns. (S2.M12.8)
<p>S2.M13 Outdoor pursuits</p> <p><i>Movement concepts</i></p>	Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure the safety of self and others. (S2.M13.6)	Analyzes the situation and makes adjustments to ensure the safety of self and others. (S2.M13.7)	Implements safe protocols in self-selected outdoor activities. (S2.M13.8)

Standard 3	Grade 6	Grade 7	Grade 8
<i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i>			
S3.M1 Physical activity knowledge	Is able to identify three influences on physical activity (e.g., school, family and peers; community and built environment; policy). (S3.M1.6)	Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. (S3.M1.7)	Develops a plan to address one of the barriers within one’s family, school or community to maintaining a physically active lifestyle. (S3.M1.8)
S3.M2 Engages in physical activity	Participates in self-selected physical activity outside of physical education class. (S3.M2.6)	Participates in a physical activity <u>2 times a week</u> outside of physical education class. (S3.M2.7)	Participates in a physical activity <u>3 times a week</u> outside of physical education class. (S3.M2.8)
S3.M3 Engages in physical activity	Participates in a variety of aerobic fitness activities such as cardio-kick, step aerobics and aerobic dance. (S3.M3.6)	Participates in a variety of strength and endurance fitness activities such as Pilates, resistance training, body-weight training and light free-weight training. (S3.M3.7)	Participates in a variety of self-selected aerobic fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming. (S3.M3.8)
S3.M4 Engages in physical activity	Participates in a variety of aerobic-fitness activities using technology such as Dance Dance Revolution® or Wii Fit®. (S3.M4.6)	Participates in a variety of strength and endurance fitness activities such as weight or resistance training. (S3.M4.7)	Plans and implements a program of cross-training to include aerobic, strength and endurance, and flexibility training. (S3.M4.8)
S3.M5 Engages in physical activity	Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities. (S3.M5.6)	Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities. (S3.M5.7)	Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day. (S3.M5.8)
S3.M6 Engages in physical activity	Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. (S3.M6.6)	Participates in moderate to vigorous muscle- and bone-strengthening physical activity <u>at least 3 times a week</u> . (S3.M6.7)	Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day <u>at least 5 times a week</u> . (S3.M6.8)
S3.M7 Fitness knowledge	Identifies the components of skill-related fitness. (S3.M7.6)	Distinguishes between health-related and skill-related fitness. ⁹ (S3.M7.7)	Compares and contrasts health-related fitness components. ¹⁰ (S3.M7.8)
S3.M8 Fitness knowledge	Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level. (S3.M8.6)	Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.7)	Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.8)

Standard 3	Grade 6	Grade 7	Grade 8
S3.M9 Fitness knowledge	Employs correct techniques and methods of stretching. ¹¹ (S3.M9.6)	Describes and demonstrates the difference between dynamic and static stretches. ¹² (S3.M9.7)	Employs a variety of appropriate static stretching techniques for all major muscle groups. (S3.M9.8)
S3.M10 Fitness knowledge	Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance. (S3.M10.6)	Describes the role of exercise and nutrition in weight management. (S3.M10.7)	Describes the role of flexibility in injury prevention. (S3.M10.8)
S3.M11 Fitness knowledge	Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, type) for different types of physical activity (aerobic, muscular fitness and flexibility). (S3.M11.6)	Describes overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness. ¹³ (S3.M11.7)	Uses the overload principle (FITT formula) in preparing a personal workout. ¹⁴ (S3.M11.8)
S3.M12 Fitness knowledge	Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6)	Designs a warm-up and cool-down regimen for a self-selected physical activity. (S3.M12.7)	Designs and implements a warm-up and cool-down regimen for a self-selected physical activity. (S3.M12.8)
S3.M13 Fitness knowledge	Defines resting heart rate and describes its relationship to aerobic fitness and the Borg rating of perceived exertion (RPE) scale. ¹⁵ (S3.M13.6)	Defines how the RPE scale can be used to determine the perception of the work effort or intensity of exercise. (S3.M13.7)	Defines how the RPE scale can be used to adjust workout intensity during physical activity. (S3.M13.8)
S3.M14 Fitness knowledge	Identifies major muscles used in selected physical activities. ¹⁶ (S3.M14.6)	Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. ¹⁷ (S3.M14.7)	Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity. ¹⁸ (S3.M14.8)
S3.M15 Assessment and program planning	Designs and implements a program of remediation for <u>an area of weakness</u> based on the results of health-related fitness assessment. (S3.M15.6)	Designs and implements a program of remediation for <u>2 areas of weakness</u> based on the results of health-related fitness assessment. (S3.M15.7)	Designs and implements a program of remediation for <u>3 areas of weakness</u> based on the results of health-related fitness assessment. (S3.M15.8)
S3.M16 Assessment and program planning	Maintains a physical activity log <u>for at least 2 weeks</u> , and reflects on activity levels as documented in the log. (S3.M16.6)	Maintains a physical activity and nutrition log <u>for at least 2 weeks</u> , and reflects on activity levels and nutrition as documented in the log. (S3.M16.7)	Designs and implements a program to improve levels of health-related fitness and nutrition. (S3.M16.8)

Standard 3	Grade 6	Grade 7	Grade 8
S3.M17 Nutrition	Identifies foods within each of the basic food groups and selects appropriate servings and portions for his or her age and physical activity levels. ¹⁹ (S3.M17.6)	Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity. ²⁰ (S3.M17.7)	Describes the relationship between poor nutrition and health risk factors. ²¹ (S3.M17.8)
S3.M18 Stress management	Identifies positive and negative results of stress and appropriate ways of dealing with each. ²² (S3.M18.6)	Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise. ²³ (S3.M18.7)	Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi. (S3.M18.8)

Standard 4	Grade 6	Grade 7	Grade 8
<i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i>			
S4.M1 Personal responsibility	Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. (S4.M1.6)	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7)	Accepts responsibility for improving one's own levels of physical activity and fitness. (S4.M1.8)
S4.M2 Personal responsibility	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. (S4.M2.6)	Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class. (S4.M2.7)	Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school. (S4.M2.8)
S4.M3 Accepting feedback	Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6)	Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills. (S4.M3.7)	Provides encouragement and feedback to peers without prompting from the teacher. (S4.M3.8)
S4.M4 Working with others	Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)	Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (S4.M4.7)	Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8)
S4.M5 Working with others	Cooperates with a small group of classmates during adventure activities, game play or team-building activities. (S4.M5.6)	Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play. (S4.M5.7)	Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play. (S4.M5.8)
S4.M6 Rules and etiquette	Identifies the rules and etiquette for physical activities, games and dance activities. (S4.M6.6)	Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or by following parameters to create or modify a dance. (S4.M6.7)	Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters. (S4.M6.8)
S4.M7 Safety	Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance. (S4.M7.6)	Independently uses physical activity and exercise equipment appropriately and safely. (S4.M7.7)	Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity. (S4.M7.8)

Standard 5	Grade 6	Grade 7	Grade 8
<i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>			
S5.M1 Health	Describes how being physically active leads to a healthy body. (S5.M1.6)	Identifies different types of physical activities and describes how each exerts a positive effect on health. (S5.M1.7)	Identifies the five components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance and body composition) and explains the connections between fitness and overall physical and mental health. (S5.M1.8)
S5.M2 Health	Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. (S5.M2.6)	Identifies positive mental and emotional aspects of participating in a variety of physical activities. (S5.M2.7)	Analyzes the empowering consequences of being physically active. (S5.M2.8)
S5.M3 Challenge	Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, and/or modifying the tasks. (S5.M3.6)	Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge. (S5.M3.7)	Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge. (S5.M3.8)
S5.M4 Self-expression & enjoyment	Describes how moving competently in a physical activity setting creates enjoyment. (S5.M4.6)	Identifies why self-selected physical activities create enjoyment. (S5.M4.7)	Discusses how enjoyment could be increased in self-selected physical activities. (S5.M4.8)
S5.M5 Self-expression & enjoyment	Identifies how self-expression and physical activity are related. (S5.M5.6)	Explains the relationship between self-expression and lifelong enjoyment through physical activity. (S5.M5.7)	Identifies and participates in an enjoyable activity that prompts individual self-expression. (S5.M5.8)
S5.M6 Social interaction	Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)	Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. (S5.M6.7)	Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8)

Operational Definition of Activity Categories

Outdoor Pursuits: The outdoor environment is an important factor in student engagement in the activity. Activities might include, but are not limited to recreational boating (e.g., kayaking, canoeing, sailing, rowing), hiking, backpacking, fishing, orienteering/geocaching, ice skating, skateboarding, snow or water skiing, snowboarding, snowshoeing, surfing, bouldering/traversing/climbing, mountain biking, adventure activities and ropes courses. Selection of activities depends on the environmental opportunities within the geographical region.

Fitness Activities: Activities with a focus on improving or maintaining fitness and might include, but are not limited to yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, Zumba and exergaming.

Dance and Rhythmic Activities: Activities that focus on dance or rhythms and might include, but are not limited to dance forms such as creative movement and dance, ballet, modern, ethnic/folk, hip hop, Latin, line, ballroom, social and square.

Aquatics: Might include, but are not limited to swimming, diving, synchronized swimming and water polo.

Individual-Performance Activities: Might include, but are not limited to gymnastics, figure skating, track and field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding.

Games and Sports: Includes the games categories of invasion, net/wall, target and fielding/striking.

Lifetime Activities: Includes the categories of outdoor pursuits, selected individual performance activities, aquatics and net/wall and target games. **Note:** Invasion games and fielding and striking games are not addressed in the secondary outcomes because those activities require team participation and are not well suited to lifelong participation.

Outcomes for High School Students (Grades 9 – 12)

By the end of high school, the learner will be college- or career-ready, as demonstrated by the ability to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction and enjoyment.

Note: Outcomes for high school students have been organized into two levels. **Level 1** indicates the minimum knowledge and skills that students must attain to be college- or career-ready. **Level 2** allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable for college or career readiness.

Note: Swimming skills and water-safety activities should be taught of facilities permit.

Standard 1	Level 1	Level 2
<i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>		
S1.H1 Lifetime activities	Demonstrates competency and/or refines activity-specific movement skills in <u>2 or more</u> lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). ²⁴ (S1.H1.L1)	Refines activity-specific movement skills in <u>1 or more</u> lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net and wall games, or target games). ²⁵ (S1.H1.L2)
S1.H2 Dance and rhythms	Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in <u>1</u> form of dance (e.g., ballet, modern, hip hop, tap). (S1.H2.L1)	Demonstrates competency in a form of dance by choreographing a dance or by giving a performance. (S1.H2.L2)
S1.H3 Fitness activities	Demonstrates competency in <u>1 or more</u> specialized skills in health-related fitness activities. (S1.H3.L1)	Demonstrates competency in <u>2 or more</u> specialized skills in health-related fitness activities. (S1.H3.L2)

Note: For operational definitions and examples of activity types, see end of high school section (p. 39).

Standard 2	Level 1	Level 2
<i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i>		
S2.H1 Movement concepts, principles and knowledge	Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net and wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)	Identifies and discusses the historical and cultural roles of games, sports and dance in a society. ²⁶ (S2.H1.L2)
S2.H2 Movement concepts, principles and knowledge	Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. ²⁷ (S2.H2.L1)	Describes the speed vs. accuracy trade-off in throwing and striking skills. ²⁸ (S2.H2.L2)
S2.H3 Movement concepts, principles and knowledge	Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)	Identifies the stages of learning a motor skill. (S2.H3.L2)
S2.H4 Movement concepts, principles and knowledge	Identifies examples of social and technical dance forms. (S2.H4.L1)	Compares similarities and differences in various dance forms. (S2.H4.L2)

Standard 3	Level 1	Level 2
<i>The physically literate individual demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</i>		
S3.H1 Physical activity knowledge	Discusses the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)	Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)
S3.H2 Physical activity knowledge	Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. ²⁹ (S3.H2.L1)	Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. ³⁰ (S3.H2.L2)
S3.H3 Physical activity knowledge	Identifies issues associated with exercising in heat, humidity and cold. ³¹ (S3.H3.L1)	Applies rates of perceived exertion and pacing. ³² (S3.H3.L2)
S3.H4 Physical activity knowledge	Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment. ³³ (S3.H4.L1)	<i>If the outcome was not attained in Level 1, it should be a focus in Level 2.</i>
S3.H5 Physical activity knowledge	Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. ³⁴ (S3.H5.L1)	Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings. (S3.H5.L2)
S3.H6 Engages in physical activity	Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)	Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event). ³⁵ (S3.H6.L2)
S3.H7 Fitness knowledge	Demonstrates appropriate technique on resistance-training machines and with free weights. ³⁶ (S3.H7.L1)	Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. ³⁷ (S3.H7.L2)
S3.H8 Fitness knowledge	Relates physiological responses to individual levels of fitness and nutritional balance. ³⁸ (S3.H8.L1)	Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic). ³⁹ (S3.H8.L2)
S3.H9 Fitness knowledge	Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion). ⁴⁰ (S3.H9.L1)	Identifies the structure of skeletal muscle and fiber types as they relate to muscle development. ⁴¹ (S3.H9.L2)

Standard 3	Level 1	Level 2
S3.H10 Fitness knowledge	Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1)	Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3.H10.L2) ⁴²
S3.H11 Assessment and program planning	Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. (S3.H11.L1)	Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). ⁴³ (S3.H11.L2)
S3.H12 Assessment and program planning	Designs a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner’s chosen field of work. (S3.H12.L1)	Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals. ⁴⁴ (S3.H12.L2)
S3.H13 Nutrition	Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. (S3.H13.L1)	Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase. (S3.H13.L2)
S3.H14 Stress management	Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. ⁴⁵ (S3.H14.L1)	Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. ⁴⁶ (S3.H14.L2)

Standard 4	Level 1	Level 2
<i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i>		
S4.H1 Personal responsibility	Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. ⁴⁷ (S4.H1.L1)	Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. ⁴⁸ (S4.H1.L2)
S4.H2 Rules and etiquette	Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)	Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). ⁴⁹ (S4.H2.L2)
S4.H3 Working with others	Uses communication skills and strategies that promote team or group dynamics. ⁵⁰ (S4.H3.L1)	Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)
S4.H4 Working with others	Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)	Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)
S4.H5 Safety	Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>

Standard 5	Level 1	Level 2
<i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>		
S5.H1 Health	Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>
S5.H2 Challenge	<i>Challenge is a focus in Level 2.</i>	Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. ⁵¹ (S5.H2.L2)
S5.H3 Self-expression & enjoyment	Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.	Identifies the uniqueness of creative dance as a means of self-expression. (S5.H3.L2)
S5.H4 Social interaction	Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)	Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance. ⁵² (S5.H4.L2)

Operational Definition of Activity Categories

Outdoor Pursuits: The outdoor environment is an important factor in student engagement in the activity. Activities might include, but are not limited to recreational boating (e.g., kayaking, canoeing, sailing, rowing), hiking, backpacking, fishing, orienteering/geocaching, ice skating, skateboarding, snow or water skiing, snowboarding, snowshoeing, surfing, bouldering/traversing/climbing, mountain biking, adventure activities and ropes courses. Selection of activities depends on the environmental opportunities within the geographical region.

Fitness Activities: Activities with a focus on improving or maintaining fitness and might include, but are not limited to yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, Zumba and exergaming.

Dance and Rhythmic Activities: Activities that focus on dance or rhythms and might include, but are not limited to dance forms such as creative movement/dance, ballet, modern, ethnic/folk, hip hop, Latin, line, ballroom, social and square.

Aquatics: Might include, but are not limited to swimming, diving, synchronized swimming and water polo.

Individual-Performance Activities: Might include, but are not limited to gymnastics, figure skating, track and field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding.

Games and Sports: Includes the games categories of invasion, net and wall, target, and fielding and striking.

Lifetime Activities: Includes the categories of outdoor pursuits, selected individual-performance activities, aquatics and net and wall and target games.

Note: Invasion and fielding and striking games are not addressed in the secondary outcomes because those activities require team participation and are not well suited to lifelong participation.

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Appendix #4

3/17/05

Physical Education Grade K-2

15 benchmarks

Standard 1: Uses a variety of basic and advanced movement skills

PEK2.1.1 Uses a variety of basic loco and non-loco motor movement

- walking
- running
- skipping
- hopping
- galloping
- sliding
- leaping
- bending
- twisting
- stretching
- turning
- lifting

PEK2.1.2 Uses a variety of basic object control skills

- underhand and overhand throwing
- catching
- hand dribbling
- foot dribbling
- kicking
- striking

PEK2.1.3 Uses simple combinations of fundamental movement skills in rhythmical patterns

- locomotor
- non-locomotor
- object control
- body control/spatial awareness
- rhythmical skills
- even/uneven
- fast/slow

PEK2.1.4 Uses control in balance and travel activities on a variety of body parts

- one foot
- one hand and one foot
- hands and knees
- changes speeds and directions

Standard 2: Uses movement concepts and principles in the development of motor skills

PEK2.2.1 Understands a vocabulary of basic movement concepts, spatial awareness and movement control

- personal space
- high/low levels
- fast/slow speeds
- balance
- twist

PEK2.2.2 Understands terms that describes a variety of relationships with objects

- over/under
- behind
- through
- in front
- beside
- around

PEK2.2.3 Understands the elements of a variety of basic movement patterns

- the ready position
- arm preparation
- step with leg opposite the throwing arm
- follow-through
- accuracy of throw

Standard 3: Understands the benefits and costs associated with participation in physical activity

PEK2.3.1 Understands the health benefits of physical activity

- good health
- physical endurance

Standard 4: Understands how to monitor and maintain a health-enhancing level of physical fitness

PEK2.4.1 Engages in basic activities that cause cardio vascular exertion

- running
- galloping
- skipping
- hopping

PEK2.4.2 Engages in activities that develop muscular strength and endurance

- climbing
- hanging
- weight bearing activities

PEK2.4.3 Engages in activities that require flexibility

- stretching toward the toes while in the sit-and-reach position
- moving each joint through its full range of motion

Standard 5: Understands the social and personal responsibility associated with participation in physical activity

PEK2.5.1 Follows rules and procedures with monitoring and guidance

- playground
- classroom
- gymnasium rules

PEK2.5.2 Uses equipment and space safely and properly

- takes turns using equipment
- puts equipment away when not in use

PEK2.5.3 Works cooperatively with another to complete an assigned task

- takes turns
- is supportive
- assists partner

PEK2.5.4 Understands the importance of playing, cooperating, and respecting others regardless of personal differences during physical activity

- gender
- ethnicity
- disability

Appendix #5

3/17/05

Physical Education Grade 3

15 benchmarks

Standard 1: Uses a variety of basic and advanced movement skills

PE3.1.1 Uses basic form in object control skills

- underhand and overhand throwing
- catching
- hand dribbling
- foot dribbling
- kicking
- striking
- batting
- punting
- passing

PE3.1.2 Uses basic sport-specific skills for a variety of physical activities

- ball handling, dribbling, shooting form, passing (basketball)
- throwing, catching, fielding, batting (softball)
- dribbling, passing, kicking (soccer)

PE3.1.3 Uses basic form and appropriate sequence in combinations of fundamental loco motor, object control, and rhythmical skills that are components of selected modified games, sports, and lifetime activities

- combining steps to perform certain dances
- combining running
- stopping
- throwing
- shooting
- kicking
- striking

PE3.1.4 Uses beginning strategies for net and lead-up games

- keeping object going with partner using striking pattern
- placing ball away from opponent in a racket sport
- hand and foot dribble while preventing an opponent from stealing the ball

Standard 2: Uses movement concepts and principles in the development of motor skills

PE3.2.1 Understands basic warm-up and cool-down techniques and reasons for using them

Standard 3: Understands the benefits and costs associated with participation in physical activity

PE3.3.1 Knows about opportunities for participation in physical activities both in and out of school

- recreational leagues
- intramural sports
- clubs

PE3.3.2 Chooses physical activities based on a variety of factors

- personal interests and capabilities
- perceived social and physical benefits
- challenge and enjoyment

Standard 4: Understands how to monitor and maintain a health-enhancing level of physical fitness

PE3.4.1 Engages in activities that develop and maintain cardio vascular endurance

- timed or distance walk/run and other endurance activities at a specified heart rate

PE3.4.2 Engages in activities that develop and maintain muscular strength

- push-ups
- pull-ups
- curl-ups
- isometric strength activities
- jump rope

PE3.4.3 Engages in activities that develop and maintain flexibility of the major joints

- sit and reach
- side stretches
- arm-shoulder stretches

PE3.4.4 Meets health-related fitness standards for appropriate level of a standardized physical fitness test

- cardiovascular endurance
- muscle strength and endurance
- flexibility

PE3.4.5 Encouraged to participate in moderate to vigorous physical activity in a variety of outside settings

- community sponsored youth sports and clubs

Standard 5: Understands the social and personal responsibility associated with participation in physical activity

PE3.5.1 Knows basic rules, procedures, and etiquette that are safe and effective for specific activity situations

PE3.5.2 Works in a group to accomplish a set goal in both cooperative and competitive activities

PE3.5.3 Understands the challenges faced by people with disabilities for sports and lifetime activities

- visually and hearing impaired
- physically, mentally and emotionally challenged

Appendix #6

3/17/05

Physical Education Grade 3

15 benchmarks

Standard 1: Uses a variety of basic and advanced movement skills

PE3.1.1 Uses basic form in object control skills

- underhand and overhand throwing
- catching
- hand dribbling
- foot dribbling
- kicking
- striking
- batting
- punting
- passing

PE3.1.2 Uses basic sport-specific skills for a variety of physical activities

- ball handling, dribbling, shooting form, passing (basketball)
- throwing, catching, fielding, batting (softball)
- dribbling, passing, kicking (soccer)

PE3.1.3 Uses basic form and appropriate sequence in combinations of fundamental loco motor, object control, and rhythmical skills that are components of selected modified games, sports, and lifetime activities

- combining steps to perform certain dances
- combining running
- stopping
- throwing
- shooting
- kicking
- striking

PE3.1.4 Uses beginning strategies for net and lead-up games

- keeping object going with partner using striking pattern
- placing ball away from opponent in a racket sport
- hand and foot dribble while preventing an opponent from stealing the ball

Standard 2: Uses movement concepts and principles in the development of motor skills

PE3.2.1 Understands basic warm-up and cool-down techniques and reasons for using them

Standard 3: Understands the benefits and costs associated with participation in physical activity

PE3.3.1 Knows about opportunities for participation in physical activities both in and out of school

- recreational leagues
- intramural sports
- clubs

PE3.3.2 Chooses physical activities based on a variety of factors

- personal interests and capabilities
- perceived social and physical benefits
- challenge and enjoyment

Standard 4: Understands how to monitor and maintain a health-enhancing level of physical fitness

PE3.4.1 Engages in activities that develop and maintain cardio vascular endurance

- timed or distance walk/run and other endurance activities at a specified heart rate

PE3.4.2 Engages in activities that develop and maintain muscular strength

- push-ups
- pull-ups
- curl-ups
- isometric strength activities
- jump rope

PE3.4.3 Engages in activities that develop and maintain flexibility of the major joints

- sit and reach
- side stretches
- arm-shoulder stretches

PE3.4.4 Meets health-related fitness standards for appropriate level of a standardized physical fitness test

- cardiovascular endurance
- muscle strength and endurance
- flexibility

PE3.4.5 Encouraged to participate in moderate to vigorous physical activity in a variety of outside settings

- community sponsored youth sports and clubs

Standard 5: Understands the social and personal responsibility associated with participation in physical activity

PE3.5.1 Knows basic rules, procedures, and etiquette that are safe and effective for specific activity situations

PE3.5.2 Works in a group to accomplish a set goal in both cooperative and competitive activities

PE3.5.3 Understands the challenges faced by people with disabilities for sports and lifetime activities

- visually and hearing impaired
- physically, mentally and emotionally challenged

Appendix #7

3/17/05

Physical Education Grades 6 & 7

16 benchmarks

Standard 1: Uses a variety of basic and modified movement skills

PE67.1.1 Uses modified form in object control skill and sport specific skills for a variety of physical activities

- underhand and overhand throw
- catch
- hand dribble
- foot dribble
- kick and strike
- batting
- punt
- pass
- throw
- climbing wall
- tumbling
- snowshoe
- scooters

PE67.1.2 Uses modified strategies for net and group games

- keeping object going with partner using striking pattern
- placing ball away from opponent in a racket sport
- foot dribble while preventing an opponent from stealing the ball in basketball

Standard 2: Uses movement concepts and principles in the development of motor skills

PE67.2.1 Understands proper warm-up and cool-down techniques and reasons for using them

- group projects
- student journal
- self-assessment
- peer and coach review
- computer assessment

PE67.2.2 Uses modified offensive and defensive strategies in structured game environments

- limited rules
- modified equipment

- small numbers of participants

PE67.2.3 Understands movement forms associated with modified physical activities

- moves that lead to successful serves
- passes

Standard 3: Understands the benefits associated with participation in physical activity

PE67.3.1 Knows about opportunities for participation in physical activities both in and out of school

- recreational leagues
- intramural sports
- clubs
- school modified sport teams – competitive activities
- summer camps
- Adventure activities

PE67.3.2 Understands long-term psychological benefits of regular participation in physical activity

- improved cardiovascular and muscular strength
- improved flexibility and body composition
- healthy self-image
- stress reduction
- strong mental and emotional health
- personal interests and capabilities
- perceived social and physical benefits
- challenge and enjoyment

Standard 4: Understands how to monitor and maintain a health-enhancing level of physical fitness

PE67.4.1 Engages in modified activities that develop and maintain cardio respiratory endurance, flexibility and muscular strength

- timed or distance walk/run and other endurance activities at a specified heart rate
- push-ups
- pull-ups
- curl-ups
- isometric strength activities
- jump rope

PE67.4.2 Engages in activities that develop and maintain muscular strength

- sit and reach
- trunk twists
- arm-shoulder stretches

PE67.4.3 Knows how to differentiate and monitor the body's response to physical activities of various exercise intensities utilizing the Polar Heart Rate Monitors

- measurement of heart rate
- resting heart rate
- heart rate reserve
- taking pulse at rest and during exercise
- breathing rate
- perceived exertion
- recovery rate

PE67.4.4 Meets physical-best fitness standards for appropriate level of a standardized physical fitness test

- aerobic capacity
- body composition
- muscle strength
- endurance
- flexibility
- daily health-enhancing physical activity
- proper nutrition

PE67.4.5 Uses information from fitness assessments to improve selected fitness components and set goals

- cardio respiratory endurance
- muscular strength and endurance
- flexibility
- body composition

PE67.4.6 Understands how to participate in moderate to vigorous physical activity in a variety of outside settings

- gymnastics clubs
- community sponsored youth sports
- booster sports
- local indoor sport center

Standard 5: Understands the social and personal responsibility associated with participation in physical activity

PE67.5.1 Knows how to develop rules, procedures, and etiquette that are safe and effective for specific activity situations

- including proper attitudes toward both winning and losing

PE67.5.2 Works in a group to accomplish a set goal in both cooperative and competitive activities

PE67.5.3 Understands the physical challenges faced by people with disabilities

- inclusion student

Appendix #8

3/17/05

Physical Education Grades 8 & 9

12 benchmarks

Standard 1: Uses a variety of basic and advanced movement skills

PE89.1.1 Uses intermediate sport-specific skills in selected physical activities

- more players or participants
- rules and strategies
- individual, dual and team
- dance and rhythmical
- outdoor

Standard 2: Uses movement concepts and principles in the development of motor skills

PE89.2.1 Uses intermediate offensive and defensive strategies in a modified version of a team and individual sport

PE89.2.2 Understands movement forms associated with skilled physical activities

- moves that lead to successful serves, passes and spikes in an elite volleyball game

Standard 3: Understands the benefits and costs associated with participation in physical activity

PE89.3.1 Understands the potentially dangerous consequences and outcomes of participation in physical activity

- physical injury
- potential conflicts with others
- safety

PE89.3.2 Understands long-term physiological benefits or regular participation in physical activity

- improved cardio-vascular and muscular strength
- improved flexibility and body composition
- healthy self-image
- stress reduction
- strong mental and emotional health

Standard 4: Understands how to monitor and maintain a health-enhancing level of physical fitness

- PE89.4.1 Knows and engages in more advanced levels of activity that develop and maintain flexibility, muscular strength, and cardio endurance
- calisthenics activities
 - resistance
 - weight training
 - timed or distance walk/run and other endurance activities at specified heart rate/heart recovery
 - participate regularly in physical activities that reflect personal interests
 - threshold
 - overload
 - specificity
 - frequency
 - intensity
 - duration

PE89.4.2 Meets physical-best fitness standards for appropriate level of standardized physical fitness test

- aerobic capacity (timed run)
- body composition
- muscle strength
- endurance
- flexibility

PE89.4.3 Knows how to interpret the results of physical fitness assessments and use the information to develop individual fitness goals

PE89.4.4 Knows how to differentiate the body's response to physical activities of various intensities by utilizing the Polar Heart Rate Monitors

- measurement of heart rate
- resting heart rate
- heart rate reserve
- taking pulse at rest and during exercise

Standard 5: Understands the social and personal responsibility associated with participation in physical activity

PE89.5.1 Uses leadership and follower roles, when appropriate, in accomplishing group goals in physical activities

PE89.5.2 Understands the concept of "sportsmanship" and the importance of rules, procedures and responsible behavior while participating in physical activities

PE89.5.3 Knows the difference between inclusive and exclusive behaviors in physical activity settings, including students of diverse backgrounds and physical abilities

- skill levels (cooperative teamwork regardless of skill level)
- cultural
- ethnic
- gender
- physical
- mental
- emotional
- skill level

Appendix #9

3/17/05

Physical Education Grades 10-12

13 benchmarks

Standard 1: Uses a variety of basic and advanced movement skills

PE10-12.1.1 Uses skills in complex rather than modified versions of physical activities

- more players or participants
- rules and strategies
- aquatics
- dance
- outdoor pursuits
- individual
- dual
- team sports
- lifetime activities

Standard 2: Uses movement concepts and principles in the development of motor skills

PE10-12.2.1 Understands the physiological principles governing personal fitness levels and methods of improvement

- overload principle
- law of specificity
- target heart rate
- individual Basal Metabolic Rate
- effects of lack of exercise
- personal nutritional awareness

PE10-12.2.2 Uses advanced offensive and defensive strategies and appropriate rules for sports and other physical activities

Standard 3: Understands the benefits and costs associated with participation in physical activity

PE10-12.3.1 Understands factors that impact the ability to participate in physical activity

- type of activity
- cost
- available facilities
- equipment required
- personnel involved
- personal fitness level

PE10-12.3.2 Understands how various factors affect physical activity preferences and participation

- age
- gender
- socioeconomic status
- culture

Standard 4: Understands how to monitor and maintain a health-enhancing level of physical fitness

PE10-12.4.1 Understands and meets personal health-related fitness standards for appropriate level of a physical fitness test

- aerobic capacity
- body composition
- muscle strength
- endurance
- flexibility

PE10-12.4.2 Understands how to design a personal fitness program that is based on the basic principles of training and encompasses all components of fitness

- cardiovascular and respiratory efficiency
- muscular strength and endurance
- flexibility
- body composition
- injury prevention
- potential conflicts with others
- effects of over-training

PE10-12.4.3 Knows how to monitor and adjust activity levels to meet personal fitness goals by utilizing the Polar Heart Rate Monitors

PE10-12.4.4 Understands how to maintain an active lifestyle throughout life

- participate regularly in physical activities that reflect personal interests

Standard 5: Understands the social and personal responsibility associated with participation in physical activity

PE10-12.5.1 Understands how participation in physical activity fosters awareness of diversity and persons of diverse backgrounds and abilities

- gender
- physical ability

PE10-12.5.2 Uses leadership and follow roles, when appropriate, in accomplishing group goals in physical activities

PE10-12.5.3 Understands the concept of "sportsmanship" and the importance of responsible behavior while participating in physical activities

PE10-12.5.4 Understands the role of sport in a diverse world

- the influence of professional sport in society
- the usefulness of dance as an expression of multiculturalism
- the effect of age and gender on sport participation patterns

Appendix #10

HS Physical Education

Type the DATE the Quarterly Map was completed here.



Baldwinsville
Central School District
Achieving our full potential together

Quarter 1

Football
Pilates
Project Adventure
Soccer
Tennis

Quarter 2

Archery
Badminton
Fitness Room (Weight training and Cardio Work)
Swimming
Racquetball
Volleyball

Quarter 3

Basketball
Floor Hockey
Handball
Scooter Hockey
Tournament Play

Quarter 4

Softball
Speedminton
Yard Games: Corn hole, Kamjam, Bocce, Ultimate frisbee
Yoga

Collaborators

Amy Byrne, Ron Hysick, Sam Hillman, Tom Ross, Carl Sanfilippo, Bill Spicer, Candy Sweeney

8th and 9th Grade

11/15/17



Baldwinsville
Central School District
Achieving our full potential together

Quarter 1

Football
Track
Indoor Soccer
T29 Fitness Workouts
Handball

Quarter 2

Volleyball
Basketball
Circuit Weight Training
Scoopball

Quarter 3

Bowling (Kingpin)
Floor Hockey
Circuit Training
Omnikon Wall Ball
Just Dance

Quarter 4

Outdoor Soccer
Track
Tennis
Frisbee

Collaborators

Ray MS Physical Ed.

November 15th, 2017



Baldwinsville
Central School District
Achieving our full potential together

Quarter 1

PE Intro - Day 1
Motor Skill Review
Fitness Test - Pre Testing
Soccer
Ultimate Football/Football
Fitness Unit

Quarter 2

Continue Fitness Unit
Speedball
Handball
Smashball/Net games
Basketball
Line Dance Warm up
Wgt. Room Orientation

Quarter 3

Tumbling
Snow Shoe - Outdoor Winter Games
Volleyball
Team Handball
Bowling
Paddle Ball
Invasion Games

Quarter 4

Base Games
Whiffle Ball
Softball
Ultimate Frisbee
Lifetime Games - Outdoor games
Big Base Kickball
Post Fitness Testing

Doug Jackson/Dan Vannatta/Mary Jo Cerqua

Physical Education K-5

Type the DATE the Quarterly Map was completed here.

Note: Quarters 1 & 2 = Semester 1 and
Quarters 3 & 4 = Semester 2



Baldwinsville
Central School District
Achieving our full potential together

Quarter 1

Quarter 2

Football
Soccer
Fitness
Locomotor/Manipulative

Cooperative Games
Team Handball
Locomotor/Manipulative

Quarter 3

Quarter 4

Basketball
Bowling
Hockey
Volleyball
Locomotor/Manipulative

Fitness
Baseball/Softball
Lacross/scoops
Locomotor/Manipulative

Collaborators: Andy Ehle, Joy Aukema, Anne Marie Kanoza, Mike Lewis, & Colleen Natale

Appendix #11

BALDWINSVILLE PHYSICAL EDUCATION LESSON PLAN

Activity:	
Date:	
Unit Lesson #:	Grade Level:
Objective(s) (Benchmarks):	Equipment/ Teaching Aids:
Safety Concerns:	
Layout of Learning Environment (Indoor/ Outdoor):	Activities:
Introduction/Prerequisite Knowledge & Skills (Review):	Warm-Up:
Activity #1	Activity #2
Teaching Adjustment:	Teaching Adjustment:
Activity #3	Activity #4
Teaching Adjustment:	Teaching Adjustment:
Closure	Assessment Method
Considerations for APE Student(s) Differentiation/Modifications Opportunities	Notes on Lesson

Activity #1	Activity #2
Teaching Adjustment:	Teaching Adjustment:
Activity #3	Activity #4
Teaching Adjustment:	Teaching Adjustment:
Closure	Assessment Method
Considerations for APE Student(s) Differentiation/Modifications Opportunities	Notes on Lesson



Baldwinsville
CENTRAL SCHOOL DISTRICT
Achieving our full potential together

BALDWINSVILLE PHYSICAL EDUCATION LESSON PLAN

Activity:	
Date:	
Unit Lesson #:	Grade Level:
Objective(s) (Benchmarks):	Equipment/ Teaching Aids:
Safety Concerns:	
Layout of Learning Environment (Indoor/ Outdoor):	Activities:
Introduction/Prerequisite Knowledge & Skills (Review):	Warm-Up:

Physical Education / Unit Title:

Date Created/Approximate Length:

Unit Description:		
Benchmark(s)/Standard(s):		
Cognitive/Affective Concepts (Students will know...):	Psychomotor Skills (Students will be able to do...)	Key Vocabulary
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Prerequisite Knowledge and Skills (Review)		
<ul style="list-style-type: none"> • 		
Essential Questions (Students will reflect individually and collectively throughout the unit on the following...)		
<ul style="list-style-type: none"> • 		
Key Learning Activities		
<ul style="list-style-type: none"> • Example: Partner Setting 		
Common Formative Assessment (link to the assessment)		
<ul style="list-style-type: none"> • 		
Common Summative Assessment (link to the assessment)		
<ul style="list-style-type: none"> • 		
Resources/Materials	Differentiation/Modifications Opportunities	
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	
	APE Considerations	
Unit Collaborators:	Date Created:	Date Modified:

Appendix #12

Class Policies – Physical Education Baker High School

I. Passing Physical Education

- A. You **MUST** have a passing grade at the end of each semester to earn **2 CREDITS** in Physical Education in order to graduate.

- B. In order to pass Physical Education, you **MUST**
 - 1. Maintain a legal attendance record.
 - 2. Come to class appropriately prepared to participate.
 - 3. Participation in every class to the teacher's satisfaction.
 - 4. Pass Swimming Unit.

- C. Attendance
 - 1. Legal Absences (i.e. religious observance, blue passes, field trips, official guidance conference days, required testing, music lessons, student council meetings) **MAY NOT EXCEED A TOTAL OF 3 CLASSES PER QUARTER**. The fourth absence and beyond must be made up or 5 points per class **absence** will be deducted from the student's grade.
 - 2. During the quarter, a student might not participate in a class because of failure to change clothing, parent / doctor medical, suspensions, time spend in ISP, truancy, guidance, health center, or other classes. **THIS (THESE) CLASS (ES) MUST BE MADE UP WITHIN ONE WEEK**, or 5 points will be deducted from the student's grade **for each class which the student did not participate in**.
 - 3. There will **NOT** be make-ups the last week of the quarter.
 - 4. Special circumstances **may** be **addressed by the student** with the Physical Education Teacher.

II. Grading Procedures

- A. Each student begins each quarter with a 100. There are 20 classes within each quarter. Each class is worth 5 points. If a student does not participate to the teacher's satisfaction, is a behavior / discipline problem, is sent to ISP, or is asked to sit out of the activity, the student will lose their 5 points for that class and will not be able to make the class up.

- B. Each **NON-MADE-UP CLASS** will **result in 5 unearned points** toward the final average.

- C. Any class cut will result in a **5 unearned points** from your grade, and cannot be made up.

- D. **ANY STUDENT WHO IS A PARTICIPANT ON AN ATHLETIC TEAM, MARCHING BAND / COLOR GUARD, OR ANY OTHER EXTRACURRICULAR ACTIVITY WHO CHOOSES NOT TO PARTICIPATE ON A GAME DAY / EVENT DAY, WILL NOT EARN 5 POINTS TOWARD THE FINAL GRADE. THESE POINTS CANNOT BE MADE UP. THIS WILL BE REPORTED TO THE ATHLETIC DIRECTOR, COACH, OR PERSON IN**

CHARGE AND THE STUDENT WILL NOT BE ABLE TO PARTICIPATE IN THAT DAY'S CONTEST, PRACTICE, OR EVENT.

- E. Students are expected to participate 3 days in every unit offered. Failure to comply will result in a loss of 5 points from their overall grade.

III. The Swimming Requirements

- A. **ALL STUDENTS MUST PASS THE SWIMMING REQUIREMENT TO MEET GRADUATING STANDARDS AT BAKER HIGH SCHOOL.**

IV. Medicals

All students on a short term or long term medical will need to physically make up all of the classes once they are cleared from their doctor to participate in some kind of physical activity. Students will not be able to complete written work in order to obtain credit for missing classes. Physical limitations/modifications need to be communicated through written documentation provided by the doctor.

V. Miscellaneous

- A. Do not leave class until dismissed by the teacher and everyone must remain in the locker room until the passing bell rings.
- B. Report all accidents *and personal injuries* to your Physical Education Teacher.
- C. Students may not use any equipment until given permission by the teacher.
- D. **DO NOT BRING ANYTHING OF VALUE** to the locker room or down to the PE area; we will not be responsible for lost or stolen items.
- E. No use of cell phones in the locker room.
- F. *Do not leave locks on phys. ed. lockers overnight. They will be cut off.*

Appendix #13

PHYSICAL EDUCATION CLASS POLICY

Durgee Jr. High School

Mrs. Bruce, Mrs. Laroche, Mr. Penafeather, Mr. Wilcox

Physical Education Requirement for NY State

- Students must pass (4) years of Physical Education, starting in 9th grade
- Students **must pass each semester of PE** from 9th – 12th grade.

Grading Policy

- Each class is worth 5 points
- Students will be evaluated daily based on their effort, attitude, and participation
- Students who are unprepared for class will lose 10 points off their final grade
- Once a student has four absences from class, 5 points will be deducted from their grade. Another 5 points will be deducted for each additional absence
- Classes missed due to a medical will count as class absences
- Students who fail to complete all fitness testing components will lose 15 points off their final grade

Class Preparation

- Proper attire is required in order to participate in class activities
- Proper attire includes sneakers (must be tied), shorts or sweats, t-shirt, and socks
- All clothing must comply with the District's Code of Conduct
- Jackets, sweatshirts, and sweatpants are recommended for cold weather
- Old sneakers and a change of socks are recommended for outdoor activities

Medical Excuses

- Students who are removed from class by their doctor, must also be released by the doctor in order to return to class activities
- A doctor's note must also include an activity checklist indicating what activities a student may or may not participate in

Class Make-up

- Students may make up an unprepared or class absence during a study hall or lunch
- Students may only earn back 5 of the 10 points deducted for an unprepared
- Students may earn back all 5 points deducted for an absence
- Special circumstances may be addressed by the students with the PE instructor

Locker Rooms

- No food, gum, or beverage containers in the locker room
- Do not leave anything of value in the locker room
- **NO CELL PHONES OR CAMERAS!!!!!!**
- **REPORT ALL PROBLEMS OR CONCERNS TO THE PE TEACHER IMMEDIATELY**

Others...

- Please report all injuries to the PE instructor immediately!!
- Athletes who are unprepared for class on the day of a game or contest, will not be allowed to play that day
- Bullying behaviors will not be tolerated, and will be dealt with immediately
- **Be a good classmate, help others, and have fun!!**

Appendix #14

RAY MIDDLE SCHOOL

PHYSICAL EDUCATION AND ATHLETIC PROGRAM

Mrs. Cerqua, PE Instructor - 638-6112, Mr. Jackson, PE Instructor-----Mr. Vannatta, PE Instructor----638-6112
Mrs. Ordway – Adaptive PE Instructor-----638-6112

PURPOSE OF RAY MS PHYSICAL EDUCATION:

To motivate the student and help them to develop a positive attitude toward physical fitness and physical well being through participation in a wide variety of activities and games.

PROCEDURES IN PHYSICAL EDUCATION:

A. REQUIREMENTS FOR PE CLASS: APPROPRIATE CLOTHES, SHOES, ETC...

- Elastic band athletic shorts or sweat pants – not the pair worn to school that day!
- No short shorts, NO shorts/sweat pants with writing on the backside, or baggy shorts that may drop off the waist.
- T-Shirt- Practice Good Hygiene- Not the shirt you wore to school that day!
- Sneakers- No flat sneakers or slip on shoes. Sneakers must be tied on top of the shoe. Please do not wear timberland or any other boot to PE Class
- Extra pair of white socks and a sweatshirt for outdoors – we go outside thru October and starting in April.
- **MAY NOT WEAR: ANY CLOTHES WORN TO SCHOOL THAT DAY, NO HALF-SHIRTS OR TANK TOPS. YOUR TEACHER RESERVES THE RIGHT TO DETERMINE THE ACCEPTABILITY OF PE CLOTHING.**
- Must have any medical equipment with you in class. For example, protective eyewear, inhaler, epipen, etc.

B. SAFETY IN PHYSICAL EDUCATION CLASS:

- NO jewelry to be worn during class. No BIG earrings, necklaces and watches come off.
- Students must follow procedures and rules of the locker room. No hanging on the lockers, throwing shoes/ clothes, touching other student's belongings at any time.
- No gum or candy allowed in the physical education area. 1st time warning, minus 1 point off grade if continuously warned.
- No Cell phones in locker room area. Not allowed in school and must be kept in hall locker during the school day.

C. LOCKER ROOM AND STORAGE OF CLOTHES:

- All PE clothes will be stored in your hall locker in an athletic bag or duffle bag. Bag must fit in your locker.
- No lockers will be assigned to students in the locker room. Only to students on an in season modified team.
- You are responsible for ALL clothes and belongings brought into the locker room. Bring clothes with you the day of PE and take home on weekend to be washed. **PE RULE: Bring to school on EVERY Monday!** Whether you have PE that day or not so they are in school.

D. GRADING AND MAKE-UPS – WHAT DO I DO TO MAKE UP MY PE CLASS?

- All non-participation days (unprepared for PE) must be made up during the 10 week marking period of the unprepared day. You may **NOT** make up a non participation day after the marking period has ended and report card has been sent home. Student with 3 absences within a 10 week marking period must make-up 1 class.
- 8 points will be taken off for any unprepared days that are not made up during that 10 week marking period.
- Options for making up PE class are:
 - Option #1:** Student comes in on the opposite day during a study lab or extended core and participates in class as their make-up.
 - Option #2:** Teacher will assign a make-up plan for homework. This will only be done if you have an extended medical excuse and have not been released by your doctor to participate in the fitness room or other activities in class.

Grading is based on:

50% PREPARATION: Appropriate PE clothes, on time for class, responsible for make-ups, etc.

30% PARTICIPATION: Cooperative, participates in class activities w/o being asked, helpful to others, follows directions, etc.

20% BEHAVIOR/ATTITUDE: Follows PE rules in class, uses appropriate words and encouragement during class, positive to teacher and others, helpful to ALL!

Written Homework/Project work – Certain PE units will require assigned written work for class. Points will be taken off their 10-week grade for NOT being prepared with homework assigned.

E. Illness – Medical Excuses

2 Categories of Excuses for PE class:

1. Short Term: 1day excuse from parent or note from nurse

2. Long Term: More than 3 days – considered a medical and you need a note from your doctor. Please get a release from you doctor to participate in other activities in PE class or go into our fitness room during the course of your medical excuse.

In other words, you can still participate in PE class and stay active if you can get a release from you doctor to do upper or lower body activities in class.

SOME OF THE RAY MIDDLE SCHOOL PHYSICAL EDUCATION CURRICULUM ACTIVITIES:

FALL

SEPT. – NOVEMBER

- Personal Best Fitness testing
- Group Games
- Soccer
- Field Hockey
- Football/Ultimate Football
- Team Handball
- Fitness Unit – Goal Setting

WINTER

NOV. – MID APRIL

- Basketball
- Snow Shoeing
- Volleyball
- Jump Roping Unit
- Tae Bo/ Kick Boxing Tapes
- Tumbling Unit
- Traverse Climbing Wall on Stage
- Weight Training – Fitness Room
- Wrestling Games

SPRING

MID APRIL – JUNE

- Lacrosse
- Lifetime games – 4 square/hop scotch/yard games
- Softball and Base Games
- Ultimate Frisbee/Kan Jam
- Cooperative Games
- Personal Best Fitness Testing
- Relay Races – Track and Field

Other 1day unit activities are added in during the school year. Check the Bville.org website for the PE curriculum benchmarks! ©

INTERSCHOLASTIC TEAMS (MODIFIED TEAMS): PROCEDURES FOR 7TH GRADE STUDENTS

1. LISTEN FOR ANNOUNCEMENTS AT SCHOOL AND FROM YOUR PE TEACHER
2. SIGN-UP IN THE NURSE’S OFFICE CHECK ON UPDATED PHYSICAL. SIGN UP ON FAMILY ID. WWW.BVILLE.ORG AND GO TO ATHLETICS FOR MORE INFO.
3. EXCEPTIONAL 7TH AND 8TH GRADE STUDENT MAY PARTICIPATE IN JV/VARSITY PROGRAMS ONLY IF THEY PASS THE SELECTIVE CLASSIFICATION TEST GIVEN BY THE ATHLETIC DIRECTOR. USUALLY BY INVITATION ONLY FROM THE VARSITY COACH OF THAT SPORT.

Appendix #15

Baldwinsville Elementary Schools Physical Education Program

Goals:

- 1) To introduce students to a variety of lifetime activities and traditional sports
- 2) To help students develop a positive attitude toward physical activity
- 3) To encourage the development of healthy habits which will hopefully continue throughout their lives

Class Requirements for grades 1-5:

Sneakers and socks

No slides, platform sneakers, sandals, or cleats

Appropriate clothing: shorts, sweats or wind pants encouraged

Safety in Physical Education Class:

No gum or candy

No jewelry should be worn during class

Grading:

* See Report Card Rubric

Report Card Rating/Score Reporting options for 2015-2016

- 4 = Student is exceeding quarterly progress toward grade level expectations
- 3 = Student is successfully meeting quarterly progress toward grade level expectations.
- 2 = Student is progressing toward quarterly grade level expectations.
- 1 = Student is experiencing difficulty with quarterly progress toward grade level expectations.

Appendix #16

Teacher Certification Lookup

When searching for a New York State certificate holder you must enter at least a last name or a first name. In order to narrow your search results it is recommended that you provide both first and the last names. Please do not include prefixes or suffixes as part of the name. Please note, New York State certification records were computerized in 1983. Anyone certified by New York State prior to 1983 may not appear in this search.

Search Certificate Holder

First Name: Christopher

Last Name: Campolieta

Middle Initial:

Submit

Search Results

Select	First Name	Last Name	MI	City	State	Registration Status
9	CHRISTOPHER	CAMPOLIETA	M	SYRACUSE	NY	Registered

View Detail

Certificate Information for New York State Teaching Certificate Holder

Certificate Title	Issue / Effective Date	Expiration Date	Status
School Administrator/Supervisor Permanent Certificate	09/01/2011		Issued
Pre Kindergarten, Kindergarten And Grades 1-6 Permanent Certificate	02/01/2008		Issued
Pre Kindergarten, Kindergarten And Grades 1-6 Provisional Certificate	02/01/2003	01/31/2008	Expired
School Administrator/Supervisor Provisional Certificate	09/01/2007	08/31/2012	Expired
Physical Education Professional Certificate	12/29/2016		Issued

Appendix #17

BUILDING	STAFF LAST NAME	STAFF FIRST NAME	PHONE
PE DEPARTMENT			
APE - Baker	Hysick	Ron	491-1527
APE - Durgee A Days; Ray B Days	Foley	Bonnie	263-1922
APE - Elementary (send mail to Palmer)	Ordway	Tessa	657-8144
Baker	Ross	Tom	3703
Baker	Byrne	Amy	3217
Baker	Hillman	Samantha	6040
Baker	Sanfilippo	Carl	3702
Baker	Spicer	Bill	3704
Baker	Sweeney	Candy	3217
Durguee	Bruce	Melanie	4561
Durguee	Wilcox	Matt	6094
Durguee	Laroche	Jennifer	4561
Durguee	Penafeather	Dave	6094/6093
Ray	Cerqua	MaryJo	5258
Ray	Vannatta	Dan	6112-5242
Ray	Jackson	Doug	6112/5241
Elden	Kanoza	AnneMarie	7133
McNamara	Lewis	Michael	8509
Palmer	Ehle	Andrew	8406
Reynolds	Natale	Colleen	7349
VanBuren	Aukema	Joy	7233
ATHLETIC TRAINING			
Athletic Trainer	Rapp	Becky	395-1970
HEALTH EDUCATION STAFF			
Baker	Gates	Jeanna	1507
Baker	Price-Schmidt	Corrine	1509
Ray	Higman	Marion	6106
Ray	Lloyd	Mark	6106

Appendix #18

Students

SUBJECT: EXTRACURRICULAR ACTIVITIES: RULES AND REGULATIONS**General Regulations**Purpose

Student extracurricular activities may only be formed for educational and school service purposes.

Creation of Activity

Students desiring to form an extracurricular activity shall request permission from their Building Principal in writing. The students should, at the time of request, indicate the staff member who has agreed to serve as Faculty Adviser. If the students have not been able to select an Adviser, the Building Administration will assist in this endeavor. The request shall state the purpose of and describe the activities of the extracurricular activity. If the purpose of the proposed extracurricular activity falls within the scope of educational or school service purposes and if the necessary space and equipment are available, the Principal will recommend approval to the Deputy Superintendent.

Approved Extracurricular Activities

The Building Principal shall maintain an up-to-date register of all extracurricular activities that are approved and/or discontinued.

Faculty Advisor

Each extracurricular activity shall have a Faculty Advisor appointed by the Board of Education after recommendation by the Building Principal, even if advisor serves without pay. While there is no requirement that he/she attend all meetings of the extracurricular activity, he/she should be in attendance at most meetings. His/her total responsibilities shall be described further herein.

Officers

Each extracurricular activity shall have a president, secretary and treasurer. The secretary/treasurer may be combined into one (1) office. Additional officers may be included if necessary. These officers shall be elected annually from among the membership.

(Continued)

SUBJECT: EXTRACURRICULAR ACTIVITIES: RULES AND REGULATIONS (Cont'd.)Statement of Purpose

Each extracurricular activity shall adopt a statement of its goals and objectives, duties of its officers, membership prerequisite, rules of procedure, and such other matters as are deemed necessary. The statement of each extracurricular activity shall be approved by the Faculty Adviser and the Building Principal and shall be on file in the Building Principal's Office.

OfficersCentral Treasurer

- 1) Audit the financial planning of all projects of the various pupil organizations.
- 2) Consult with the Faculty Advisors.
- 3) Receive all extracurricular activities money.
- 4) Issue written receipts: One (1) to the Faculty Advisor, and one (1) copy to file.
- 5) Promptly deposit all money into the bank designated by the Board of Education.
- 6) Disburse funds only by means of receipt of a Payment Order signed by the Faculty Advisor, Activity Treasurer, and Chief Faculty Advisor. Such disbursements shall be only by prenumbered checks.
- 7) Systemically keep records and file all accounting documents.
- 8) Prepare monthly reports for the Board of Education.
- 9) Audit and supervise the accounts kept by the Activity Treasurers and be responsible for the preservation of the records of each activity.

Chief Faculty Advisor - Building Principal

- 1) Recommend to Board of Education appointments of Faculty Advisors.
- 2) Approve disbursements.

(Continued)

SUBJECT: EXTRACURRICULAR ACTIVITIES: RULES AND REGULATIONS (Cont'd.)Faculty Advisor - Recommended by Building Principal, appointed by the Board of Education

- 1) Instruct and supervise the Activity Treasurer.
- 2) Examine and approve deposits and requisitions.
- 3) Examine invoices and approve Payment Orders.
- 4) Assist the Activity Treasurer in keeping accounts.
- 5) Assist the Activity Treasurer in auditing receipts with a signed verification of same.
- 6) Be responsible for determining and certifying the account of the available balance.
- 7) Check Activity Treasurer's receipts and forward them to the Central Treasurer.

Activity Treasurer - Pupils elected by members of each organization

- 1) Receive all money collected by or for the activity.
- 2) Count and deposit with Central Treasurer promptly (within twenty-four [24] hours unless approved by the Chief Faculty Advisor).
- 3) Examine and check all bills incurred by the activity.
- 4) Prepare and sign a Payment Order for each authorized payment made for the activity.
- 5) Keep accurate records of all receipts and disbursements classifying each as best suits the needs of the activity. (On forms prescribed.)
- 6) Deposit and Disburse Funds - (see below)

- a. Deposit Procedures for Activity Treasurers

Each Activity Treasurer shall issue a receipt for all money received to be deposited in the activity account. Upon receiving money, the Activity Treasurer shall take the following steps.

- b. Count the money received and reconcile with the statement of Activity Treasurer receipts. The Faculty Advisor shall sign and verify.

(Continued)

SUBJECT: EXTRACURRICULAR ACTIVITIES: RULES AND REGULATIONS (Cont'd.)

- c. Prepare the deposit slip in duplicate, obtain the signature of the Faculty Advisor on the deposit slip, and deposit the funds to the Central Treasurer.
- d. Money can be sent over to the Central Treasurer by locked money bag located in the Main Office or hand delivered. Do not send money through interoffice envelopes.
- e. Enter the amount of the deposit in the activity fund register.
- f. Books will be collected by the Central Treasurer in February for review.
- g. Disbursement Procedures for Activity Treasurers
 - (1) When merchandise or services are to be purchased, a request for a Purchase Order is completed by the Activity Treasurer and signed by the Faculty Advisor for processing.
 - (2) When goods are received or services completed, the Activity Treasurer, under the Faculty Advisor's supervision checks to see that there are no discrepancies and authorizes payment as follows.
 - (3) The Payment Order is completed and signed by the Activity Treasurer, Faculty Advisor and the Chief Faculty Advisor.
 - (4) The final bill is attached and forwarded to the Central Treasurer for the preparation of the check for payment.

General Accounting Records/Procedures1) Inactive Accounts

Prior to the termination of a student activity, all funds remaining in the treasury must be disposed of in one of the following ways:

- a. Expended by vote of the members controlling these funds.
- b. Transferred by vote of the members to another student activity by use of a Disbursing Order.
- c. Transferred by vote of the members to the School District for a specific designated purpose. When the student organization votes to dispose of funds in this manner, the following procedure will be applied:

(Continued)

SUBJECT: EXTRACURRICULAR ACTIVITIES: RULES AND REGULATIONS (Cont'd.)

- (1) The Activity Treasurer will prepare a Disbursing Order for the Central Treasurer.
 - (2) The funds shall be turned over to the School District Treasurer along with a signed statement from the activity, authorizing the School District to use the funds in a specific manner as agreed upon by the students.
- d. Transferred by action of the Building Principal to the general student organization (Student Council) if none of the preceding methods had been implemented during the two (2) year period after the activity has ceased to exist.
- 2) Receipt and Expenditure Records - Appendix 1 and 2

The Central Treasurer shall keep a separate account for each activity. The form of records to be kept will be determined by the School District Business Office. Postings shall include: date and person to whom payment is made, or from whom money is received. The Activity Treasurer will keep an account of his/her activity.

- 3) Activity Treasurer's Receipt - Appendix 3

These numbered forms are prepared in duplicate by the Central Treasurer acknowledging receipt of money. One (1) copy is to be returned to the Activity Treasurer. One (1) copy is retained by the Central Treasurer.

- 4) Statement of Deposit - Appendix 4

The Statement of Deposit shall be prepared and signed in duplicate by the Activity Treasurer, and the Faculty Advisor, and given to the Central Treasurer. One (1) copy shall be maintained by the Central Treasurer. One (1) copy shall be retained by the Activity Treasurer.

- 5) Payment Order - Appendix 5

The payment order to the Central Treasurer shall be prepared by the Activity Treasurer in duplicate whenever a payment or withdrawal is to be made. The Activity Treasurer shall secure the signature of the Faculty Advisor as recording approval of the contemplated expenditure.

The Faculty Advisor shall certify the amount of the balance available. If the balance recorded does not agree with the balance shown on the Central Treasurer's ledger, the issuance of the check may be held up until the Faculty Advisor can determine the cause of the discrepancy.

The Activity Treasurer, after securing the approval of his/her Faculty Advisor and Building Principal or his/her designee, shall present the form to the Central Treasurer.

(Continued)

Students

SUBJECT: EXTRACURRICULAR ACTIVITIES: RULES AND REGULATIONS (Cont'd.)

All payments orders shall be accompanied by a final audited bill, which shall be filed with the Central Treasurer. The Central Treasurer shall acknowledge that payment has been made by recording on the payment order the number of the check issued in compliance with the properly drawn payment order. One (1) copy of the form will be maintained by the Central Treasurer and a signed copy shall be given to the Activity Treasurer.

6) Monthly Financial Statement - Appendix 6

This statement shall be filed by the Central Treasurer with the Board of Education each month.

7) Independent Audit

An Independent Auditor will be appointed by the Board of Education to make an annual audit of all School District finances and will be required to include the extracurricular activity fund as a part of the annual audit.

Students

SUBJECT: SCHOLASTIC ELIGIBILITY CODE FOR INTERSCHOLASTIC AND COCURRICULAR ACTIVITIES

All athletes and those involved in cocurricular activities are expected to be doing satisfactory work in all subjects. Course grades will be reviewed every five (5) weeks. It is the responsibility of the Building Principal to assure that timely notice is given to the student and his/her coach/advisor/director when the student is not fulfilling eligibility requirements as outlined in this code.

- 1) If a student is failing one (1) subject in any five (5) week marking period, the student may continue to participate, but will be required to contract with the teacher, coach, parent, and administration to bring the grade up to passing.

Students will be allowed to participate with one (1) failing grade, but must continue their efforts to bring the grade up to passing. If, in the opinion of the teacher, the student is not making a valid effort to correct his/her deficiencies, the Building Principal or his/her designee may exclude the student from participation for a specific period of time within a five (5) week marking period.

- 2) If a student is failing two (2) subjects in any five (5) week marking period, the student has two (2) weeks to bring at least one (1) of the subjects up to a passing grade and the student may continue to participate. The student will contract with the teacher, coach, parent, and administration to bring his/her grades up to passing.

If, after the two (2) weeks, the student is failing two (2) subjects, he/she will be suspended from the activity until the next five (5) or ten (10) week marking period, whichever occurs first. At that point, the ineligibility continues until at least one (1) grade is brought to passing. Whenever a student is participating with one (1) failing grade, the conditions set forth in item one will be in effect.

- 3) If a student is failing in excess of two (2) subjects, the student will be declared ineligible to participate in any activity until the next five (5) or ten (10) week marking period, whichever comes first. At that point, the ineligibility continues until the student is passing in all subjects, except that he/she may participate with one (1) failing subject under the conditions set forth in item one above.
- 4) Ineligibilities will become effective on the Monday immediately after the end of the five (5) week marking period.

(Continued)

Students

SUBJECT: SCHOLASTIC ELIGIBILITY CODE FOR INTERSCHOLASTIC AND COCURRICULAR ACTIVITIES (Cont'd.)

- 5) A Scholastic Eligibility Appeal Board will be established in each secondary building which will consist of the Building Principal or his/her designee, two (2) teachers, the Director of Interscholastic Athletics, and a guidance counselor. Appeals may be brought before the Board to consider special circumstances in which the conditions set forth in this code may be modified for specific students. At no time does an administrator or Athletic Director have the power to circumvent the Appeal Board.

Student Attendance and Participation in Interscholastic and Cocurricular Activities

The following guidelines will apply to students participating in cocurricular activities with respect to their eligibility and their attendance:

- 1) A student who has been suspended from school will be ineligible for participation in all school activities including practice sessions during the term of the suspension.
- 2) A student must be in attendance for a full school day, the day of a cocurricular event in order to participate. Exceptions to this may be approved by the student's designated building administrator or his/her designee.

Responsibility

The Building Principal or his/her designee will assume the responsibility for the implementation of the eligibility code. It is expected that coaches, advisors, and coursework teachers will cooperate in the implementation of the code.

**BALDWINSVILLE CENTRAL SCHOOL DISTRICT
RECAP OF RECEIPTS**

Date _____

Name of Activity: _____

Treasurer: _____
Signature

Advisor: _____
Signature

	<u>No.</u>	<u>Total Amount</u>
Bills: \$20	_____	_____
10	_____	_____
5	_____	_____
2	_____	_____
1	_____	_____
		Total \$ _____

Change: Silver Dollars	_____	_____
.50	_____	_____
.25	_____	_____
.10	_____	_____
.05	_____	_____
.01	_____	_____
		Total \$ _____

Checks: List by Bank Number

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
	Total \$ _____

Activity Project _____
Amount of Bank \$ _____

**BALDWINSVILLE CENTRAL SCHOOL DISTRICT
ACTIVITY FUND REGISTER**

DATE	FROM WHICH OR TO WHOM	RECEIPT NUMBER	CHECK NUMBER	TOTAL RECEIPTS	DISTRIBUTION OF RECEIPTS	TOTAL PAYMENTS	DISTRIBUTION OF PAYMENTS	RUNNING BALANCE
------	--------------------------	-------------------	-----------------	-------------------	-----------------------------	-------------------	-----------------------------	--------------------

**BALDWINSVILLE CENTRAL SCHOOL DISTRICT
EXTRACLASROOM ACTIVITY FUNDS DEPOSIT FORM**

RECEIPT NO.

462

**DEPOSITED IN
EXTRACURRICULAR FUND**

BY _____

_____ 20_____

**TO BE CREDITED TO
SCHOOL ACTIVITIES ACCOUNT**

	DOLLARS	CENTS
BILLS		
SILVER		
CHECKS		
TOTAL \$		

Central Treasurer

Initial when posted

Advisor

DEPOSIT TICKET

BALDWINVILLE ACADEMY
& CENTRAL SCHOOL
ECA FUND

Date _____

DEPOSIT MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL.
ALL ITEMS RECEIVED FOR DEPOSIT ARE SUBJECT TO THE
RULES AND REGULATIONS OF THE FINANCIAL INSTITUTION

LIST CHECKS SEPARATELY

DOLLARS

CENTS

CURRENCY

COIN

LIST CHECKS

SENECA FEDERAL SAVINGS
AND LOAN ASSOCIATION
BALDWINVILLE, NY 13027

TOTAL
NUMBER OF
DEPOSITED
ITEMS

\$

LESS
CASH
RECEIVED

\$

← PLEASE ALSO ENTER TOTAL HERE →

Signature _____

SIGN HERE FOR LESS CASH

⑆223371770⑆ 561007350⑆

**BALDWINSVILLE CENTRAL SCHOOL DISTRICT
PAYMENT ORDER TO THE CENTRAL TREASURER
EXTRA CLASSROOM ACTIVITY FUND**

Charge same to _____ account. _____ 20
to _____
NAME OF ACTIVITY

VERIFICATION OF YOU ARE AUTHORIZED TO
AVAILABLE BALANCE: ISSUE A CHECK

UNENCUMBERED Pay to the Order of _____
BALANCE \$ _____ Dollars \$ _____

DEPOSIT \$ _____ For _____ as per attached invoice

BALANCE \$ _____ and charge same to _____ Activity

AMOUNT OF THIS PAYMENT ORDER \$ _____
NAME OF ACTIVITY _____
SPONSORED BY _____ ACTIVITY TREASURER OR RECIPIENT _____

AVAILABLE BALANCE AFTER PAYMENT OF THIS ORDER \$ _____
APPROVED _____ FACULTY ADVISOR _____

BALDWINSVILLE CENTRAL SCHOOL DISTRICT ACTIVITY PERMISSION AND RELEASE FORM

For activities in which students will miss regularly scheduled classes

Student Name _____ Due date for this form _____
 Group/Class _____ Advisor _____
 Date of Activity _____ Activity _____
 Time(s) of Activity _____ Location _____
 Phone # (where parent can be reached during activity) _____

STUDENT: 1) Read this form carefully 2) Fill out the appropriate sections 3) Get teachers' input before parent signature is requested is requested 4) Get your parent signature 5) Sign this form on the appropriate line below
Failure to fully complete this form by the due date may mean you will not be allowed to attend the event.

TEACHER INPUT:		Recommend Approval	Recommend Disapproval	Reason(s)
Period	Course			
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
6	_____	_____	_____	_____
7	_____	_____	_____	_____
8	_____	_____	_____	_____
9	_____	_____	_____	_____

Note: The student realizes and agrees that he/she must arrange to make up any missed work.

Additional Teacher Comments: _____

PARENT: I give my son/daughter permission to participate in the above listed activity and in so doing release the Baldwinsville Schools and its employees from any and all liability for any injury suffered by the student, except for willful negligence on the part of the District and its employees.

Parent Signature

Date

APPLICABLE ONLY IF ANY TEACHER(S) RECOMMEND DISAPPROVAL

PARENT: Even though my son's/daughter's teacher(s) feel it is not educationally sound for him/her to miss class, I still feel as the parent that this activity is justifiable for my child and give permission that he/she be allowed to attend.

Parent Signature

Date

STUDENT: I acknowledge that I understand the school rules outlined in the student handbook, and agree to abide by these rules. I also understand I must arrange to make up all missed classwork.

Student Signature

Date

**BALDWINSVILLE CENTRAL SCHOOL DISTRICT
EXTRACURRICULAR ACTIVITY PERMISSION FORM**

Please read carefully, fill in, and sign on the appropriate line.

Student's Name _____
(Please print)

Parent or Guardian's Name _____
(Please print)

TRIP PERMISSION AND RELEASE

I give my son/daughter _____ permission to participate in the _____ on _____, and in so doing, release the Baldwinsville Schools and its employees from any and all liability for any injury suffered by the student, except for willful negligence on the part of the District and their employees.

If it becomes necessary because of failure to follow rules to place a suspension upon my son/daughter, I also agree to resume the responsibility for his/her behavior.

MEDICAL PERMISSION AND INFORMATION

I hereby give permission for the appointed chaperones to approve medical treatment for my son/daughter _____.

Please list any allergies and any other information we should know.

Emergency phone number at which I can be reached during this period of time: _____ or _____.

STUDENT: I acknowledge that I understand school rules outlined in the handbook, and agree to abide by these rules.

Student Signature Date _____

Parent Signature Date: _____

Students

SUBJECT: SPORTS AND THE ATHLETIC PROGRAM

Athletics are an integral part of a well balanced education program. Therefore, the Board supports within its resources a broad sports program with equal access for both males and females, with emphasis on maximum participation, through interscholastic and intramural activity.

The interscholastic athletic program shall conform to the Regulations of the Commissioner of Education as well as the established rules of Section III, Central New York Counties League and the New York State Public High School Athletic Association and the State Education Department.

Eligibility for interscholastic athletic competition requires that the students:

- 1) Provide written parental/guardian consent;
- 2) Pass satisfactorily the medical examination administered by the school physician/nurse practitioner or the student's personal physician. The school physician/nurse practitioner retains final approval on all physicals performed by the student's personal physician; and
- 3) Meet the requirement for interscholastic competition as set forth by the Commissioner's Regulations and the New York State Public High School Athletic Association.

Selection/Classification Process

The Board approves the use of the selection/classification process for all secondary school interscholastic team members. The Board directs the Superintendent to implement the procedures and maintain a file of those deemed eligible as a result of those procedures.

The following timeline must be met in order to be considered by the screening committee for a student to be tested for Selection/Classification tryouts. All requests must be submitted to the Athletic Office prior to the second Monday of the month prior to the sport season of desired participation as follows (excluding July and August):

Fall Sports - June; Winter Sports - October, Spring Sports - February

If a student in grade 7 or 8 has reached the chronological age of fifteen (15) years old prior to September 1, they are eligible to participate on high school athletic teams without being processed through the Selection/Classification screening procedure. Only medical approval by the School District physician is required.

If a student has been processed through the Selection/Classification screening procedure and participated in the 7th grade, the process would not have to be repeated in the 8th grade as long as they remain at the same level of athletic competition in the same sport category. If the student changes

(Continued)

SUBJECT: SPORTS AND THE ATHLETIC PROGRAM (Cont'd.)

levels or sports, the Selection/Classification screening procedure must be repeated to meet that specific athletic performance and developmental standards.

If a student fails to meet one (1) or more of the athletic performance standards related to the Selection/Classification screening process, he/she may be retested as many times as is appropriate for a specific item or items. If there is a sound basis for a special approval, it can be requested from the State Education Department.

Selection/Classification Procedural Phases

In conclusion, the Director of Physical Education/Athletics ensures compliance with the Selection/Classification regulations. Working in this capacity, the Director of Physical Education/Athletics is required to implement the following procedural phases:

- Phase 1** Confirm that the School District has approved a resolution to allow students to participate in the Selection/Classification model program.
- Phase 2** Convene a committee (S/C review committee), similar to the mixed competition panel, to perform a pre-evaluation assessment of the student to determine if the student has the potential to successfully participate at a higher level of athletic competition and request conforms with timeline established.
- Phase 3** Process a student through the Selection/Classification only if Phase 2 approval is granted. All students who are to be screened for the program must obtain:
- 1) Parent permission
 - 2) Coach/PE evaluation of above average or superior
 - 3) School physician approval
- Phase 4** Send letters and forms or conduct a meeting with the individuals involved in the Selection/Classification process as follows:
- 1) **Parents** - The screening procedure will not begin until the S/C review committee has approved student and Director of Physical Education/Athletics has received parental permission and regulations of program are explained to parents and student.

(Continued)

Students

SUBJECT: SPORTS AND THE ATHLETIC PROGRAM (Cont'd.)

- 2) **Health and Developmental Rating by the School Physician** - Care must be taken to familiarize the school physician with the Selection/Classification model program and its purpose.
- 3) **Sport Skill Evaluation by the Coach** - The coach must understand the intent and purpose of the program and he/she must place the student's welfare above all else.
- 4) **Performance Testing** - The performance test must be administered by a physical educator who is not the coach of the team for which the student is being evaluated. This is only done after 1), 2), and 3) are completed and approved.
- 5) **Special Approval Request** - If a student is unable to achieve all of the athletic performance testing requirements, the Director of Physical Education/Athletics may request special approval from the State Education Department.

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

Phase 6 Mail notices to all schools Director of Physical Education/Athletics and Section officials announcing the students approved to participate in Selection/Classification and listing their athletic performance scores.

Phase 7 The Director of Physical Education/Athletics must maintain a permanent Selection/Classification record for each student who qualifies. This record is to remain on file in the Director's Office. The following information must be included:

- 1) Individual Athletic Profile
- 2) Parental Permission
- 3) Developmental Screening
- 4) Athletic Performance Testing
- 5) Coach's Sport Skill Evaluation
- 6) Notification of Qualifications
- 7) Letter to Parent

Students

SUBJECT: MIXED COMPETITION REVIEW PANEL GUIDELINES

Upon a request to the school authorities for a student to participate in mixed competition, as provided in the Regulations of the Commissioner of Education, a review panel shall be formed. The Athletic Director should coordinate the activities of the review panel. The information reported on the Individual Athletic Profile for Mixed Competition (Form #7420F.2), shall be used by the review panel in making a determination.

Completing the Athletic Profile**Part I: School Information**

Fill in the information as indicated.

Review Panel

- 1) A *school physician* and a *physical education teacher* (designated by the Principal) shall serve on the review panel as school representatives. The parent(s)/guardian(s) of the student shall also be given the option of having a *physician of choice* serve on the panel. If the parent(s)/guardian(s) elects not to have a physician on the panel and a disagreement on the determination of participation by the student develops, the parent(s)/guardian(s) should be so advised. If the parent(s)/guardian(s) still opts not to select a physician for the panel, it is recommended that the School Principal appoint another physician so there are two physicians and a physical education teacher on the panel as intended by Commissioner's Regulations.
- 2) The review panel should convene as soon as feasible in order to give the student a reasonable opportunity for an early tryout for the team, if approved to do so. Parent/student must meet timeline in Part VI Panel Decision.

Part II: Student Information

The Athletic Director should be responsible for providing the panel with all available information.

Part III: Physical Education and Medical History

- 1) The information on the physical education history of the student should be obtained from the physical education teachers who have had the student in classes.
- 2) The school registered professional nurse should provide the information on the medical history of the student by reference to the available health records.

(Continued)

SUBJECT: MIXED COMPETITION REVIEW PANEL GUIDELINES (Cont'd.)Part IV: Physical Data

- 1) The school physician shall provide the information obtained as part of the normal health examination for participation in athletics.
- 2) The developmental age or maturity level of the student can be established by using the Developmental Screening Procedures used in the Selection/Classification Program.
- 3) A determination of general body type should be made by the physician during the health examination. Comments on joint structure would also be helpful.
- 4) If the school physician determines during the health examination that the student has a physical impairment which would make it unsafe for the student to participate in the sport, the review panel need not convene.

Part V: Athletic Performance Testing (Fitness)

- 1) The Athletic Performance Test used in the Selection/Classification Program should be used as a means of assessing the student's fitness level.
- 2) Scores achieved on this test shall be recorded on the profile form where indicated. The test should be administered by a physical education teacher.
- 3) When reviewing the test scores, the panel needs to be made aware that the relative importance of the test item to the demands of the sport in question is reflected in Selection/Classification Standards.
- 4) When reviewing the test scores, the panel should refer to the standards related to the sex of the team and the level of play at which the student wishes to play.
- 5) *The Athletic Performance Standards of the Selection/Classification Program are not intended as qualifying or disqualifying scores for mixed competition. The scores that appear in the chart are not absolute requirements for the panel to consider.* The scores only provide a reference as to what could normally be found among the members of the team for that sex at that level of play. If the scores of the student differ from the standards, the panel should assess the significance of that difference for the student being considered. Known strengths and abilities of the team in question should also be considered.

(Continued)

Students

SUBJECT: MIXED COMPETITION REVIEW PANEL GUIDELINES (Cont'd.)Part VI: Panel Decision

- 1) Once the decision of the panel has been made, the student and parent(s)/guardian(s) shall be advised.
- 2) A "YES" decision means that the student may tryout for the team. The coach will then either allow the student to remain on the team or be dropped by using the normal tryout criteria used for all other students trying out for the team.
- 3) *The panel decision applies only to the sport and season for which the application was made. Subsequent seasons or sports will require another review.* Therefore, all students that have been previously approved to participate in a mixed competition situation *must* be reapproved each season for each sport in which he/she wishes to participate. This practice is predominantly a safety issue as it is evident that a student's athletic profile could change dramatically from one year to the next. Participation in mixed competition in any other sports or levels will again require panel approval.
- 4) The following timeline must be met in order to be considered by the review panel for participation in the mixed competition program. All requests must be submitted to the Athletic Office prior to the second Monday of the month prior to (excluding July, August) the sport season of desired participation as follows:

Fall Sports - June; Winter Sports - October; Spring Sports - February

Students

SUBJECT: ATHLETIC HEALTH EXAMINATIONS**Athletic Health Examinations**

A student who may engage in interschool competition shall receive an adequate health examination and health history update when required and may not practice or participate without the approval of the District's Medical Officer.

Physicals for participation in school sports may be scheduled at any time during the calendar year. The results of the physical shall be valid for a period of twelve (12) months during the last day of the month in which the physical was conducted. Unless the medical examination is conducted within thirty (30) days of the start of the season, a health history update is required.

Any student whose safe participation is in question as a result of the health history interview, or injury or prolonged absence must be requalified by the school physician prior to participation. If the twelve (12) month period for the physical expires during a sports season, participants may complete the season as long as a health history was conducted prior to the season. For example, a physical conducted on August 1 would be valid through August 31. If a student plays beyond August (e.g., football), the student may complete that sport season as long as an interval health history was conducted within thirty (30) days before the start of the season. Immediately following the last sanctioned tournament competition for that season, a new physical is required if the student is going to play another sport. Sport seasons include tryouts.

Each incidence of prolonged absence shall be reviewed individually by the coach and the athletic director, consulting with the school physician when necessary, and a reasonable amount of practice time and playing time be established based upon the athlete's readiness for safe return to competition.

To be eligible for tryouts for a sport, athletes must have full clearance with no restrictions for physical education classes and athletics.

Students

SUBJECT: CODE OF CONDUCT FOR STUDENT ATHLETES**Introduction**

Athletics are an important component of the District's educational program. The Code of Conduct for Student Athletes applies to student athletes from their first interscholastic participation through graduation. These rules are in effect from July 1 through June 30 of each school year, and apply to all student athletes in grades seven through twelve.

Participation in athletics is a privilege, not a right. Students' participation in the District's athletic program is conditioned upon their adherence to the provisions of this Code of Conduct for Student Athletes. Two (2) principles serve as the basis for the specific provisions of this Code, and will guide the conduct of student athletes:

- 1) Student athletes will show respect and concern for the rights and feelings of others.
- 2) Student athletes will behave in a manner that reflects favorably on themselves, their families, their teammates, and their school and community.

General Requirements

- 1) Student athletes participating on an athletic team/athletic club, and their parents, are required to sign a contract signifying that the athletes and their parents understand and accept all Rules, Code/Standards and expectations of the Athletic Code of Conduct.
- 2) Student athletes must be enrolled in three (3) full-time courses and actively participate in physical education classes, as required by the New York State Public High School Athletic Association.
- 3) Student athletes must have received a current physical examination and returned all of the appropriate forms needed by the school nurse. ("Current Physical" is defined on an individual basis by the school nurse.)
- 4) Student athletes are required to attend all practices and games during the sport season, unless absence is approved by the coach, for as many as six (6) days per week throughout the season. Interscholastic sport teams in-season must have priority over club or recreational type programs. Failure to attend interscholastic team functions during the season is a violation of the code.
- 5) Student athletes are required to meet all eligibility standards and abide by the rules set forth by the Baldwinsville Central School District, the Central New York Counties League, Section III, and the New York State Public High School Athletic Association.

(Continued)

SUBJECT: CODE OF CONDUCT FOR STUDENT ATHLETES (Cont'd.)**School Attendance**

Student athletes must be in attendance for the entire school day in order to be eligible to participate in practices or athletic contests on that day. Student athletes who are truant or who are serving in-school suspension or out-of-school suspension will not be eligible to participate in practices or athletic contests on that day. The Athletic Director, Principal, or Superintendent of Schools may make exceptions for the following reasons:

- 1) Death or serious illness in the family;
- 2) Court appearance;
- 3) College visitation;
- 4) Medical appointment verified by a note from the medical office personnel;
- 5) Religious observance;
- 6) Extraordinary circumstances.

Rule Violations

It is a violation of the Code of Conduct for Student Athletes to:

- 1) Use, possess, sell or distribute tobacco products;
- 2) Use, possess, sell, distribute or be under the influence of alcoholic beverages, illegal drugs or performance-enhancing substances (*e.g.*, caffeine pills, steroids), whether legal or illegal, look-alike drugs, or drug paraphernalia on school grounds, off school grounds, whether during sport season or out of sport season;
- 3) Host or remain present at events, activities or locations where illegal distribution of alcohol, drugs or other performance-enhancing substances are present or used;
- 4) Use, possess, or distribute firearms, weapons or explosive devices on school grounds or at school events;
- 5) Engage in illegal gambling activities;

(Continued)

Students

SUBJECT: CODE OF CONDUCT FOR STUDENT ATHLETES (Cont'd.)

- 6) Engage in threatening, hazing activities, bullying, vandalism, harassment, or other personal misconduct, including, but not limited to, conduct that involves police or court action.

For purposes of this section, "possess" shall mean to have in one's possession or control, *e.g.*, on one's person or in one's physical control or keeping, or to have in one's presence or close proximity.

Enforcement and Consequences - Rule Violations

Following the investigation of the facts by the coach, Athletic Director or building administrator, the following actions will be taken for violation of the Code of Conduct for Student Athletes by the Athletic Director:

- 1) Parental Notification;
- 2) Suspension from participation in District athletic programs until the student has been through the reinstatement process.

Both student and parent(s) may request a meeting with the Athletic Director to discuss the conduct violation and to discuss whether the suspension should be imposed or continued.

In-Season Rule Violations

The student athlete is immediately suspended from the team or athletic club for the remainder of the sport season. This includes all regular season games and post-season play. The suspension continues for future interscholastic sports participation while the student's appeal or request for reinstatement is pending.

The student athlete may seek reinstatement for eligibility for the next season of desired participation. If approved, participation would commence following completion of the in-season suspension and completion of any additional consequences imposed. The reinstatement process requires that a student submit a written request for a meeting with the Athletic Reinstatement Committee, *i.e.*, Principal or Assistant Principal, Athletic Director and coach(es), who will determine whether the student shall be reinstated to the District's athletic program. This meeting will be held within two (2) weeks from receipt of the student's written request. Within five (5) school days, the Athletic Director shall notify the student in writing of the decision of the Athletic Reinstatement Committee.

If the request for reinstatement to participate in the future season is denied, the student and his/her parent or guardian have the right to appeal the decision within five (5) days to the Superintendent of Schools.

(Continued)

Students

SUBJECT: CODE OF CONDUCT FOR STUDENT ATHLETES (Cont'd.)

Once the Athletic Reinstatement Committee or the Superintendent of Schools has determined that the student will be reinstated, then as a condition of such reinstatement, one (1) or more of the following additional consequences will be applied based on the seriousness of the violation:

- 1) A minimum of three (3) hours of substance abuse awareness counseling or education may be required for drug- and alcohol-related infractions.
- 2) If the suspension is for less than twenty-five percent (25%) of the regular-season contests in the present sport season, the student will have the difference applied to the next sport season of participation to meet or, if applicable, exceed twenty-five percent (25%) minimum number of contests. The suspension is applied the next sport season of participation for which student previously participated on during the past calendar year and also applied to any sport which the student did not participate on during the last calendar year, which takes place prior to the sport of previous participation.

Example: A soccer/lacrosse player is suspended from the fall season and for twenty percent (20%) of the next season of participation. Reviewing the previous year, this individual would sit out twenty percent (20%) of the upcoming spring season. If he elects to participate in the winter season, the student will sit out twenty percent (20%) of both seasons (spring and winter).

- 3) The minimum suspension after student reinstatement process is twenty-five percent (25%) and could range up to one (1) calendar year.

Post-season play is not calculated into the percentages nor will participation in post-season play be permitted during the season of the initial violation.

Out-of-Season Rule Violations

The student athlete is immediately suspended from future athletic participation while the student's appeal or request for reinstatement is pending. Both student and parents may request a meeting with the Athletic Director to discuss the conduct violation and to discuss whether the suspension should be imposed or continued. The student athlete may seek reinstatement for eligibility to participate in the District's Athletic program, which shall, if granted, be effective for the next season of participation. The reinstatement process requires that a student submit a written request for a meeting with the Athletic Reinstatement Committee - the Principal, Assistant Principal, Athletic Director and coaches, who will determine whether the student will be reinstated to the District's athletic program. Within five (5) school days, the Athletic Director shall notify the student in writing of the decision of the Athletic Reinstatement Committee.

(Continued)

Students

SUBJECT: CODE OF CONDUCT FOR STUDENT ATHLETES (Cont'd.)

If the request for reinstatement is denied, the student and his/her parent or guardian have the right to appeal the decision within five (5) days to the Superintendent of Schools.

Once the Athletic Reinstatement Committee or the Superintendent of Schools has determined that the student will be reinstated, then as a condition of such reinstatement, one (1) or more of the following additional consequences may be applied based on the seriousness of the violation.

- 1) A minimum of three (3) hours of substance abuse awareness counseling or education may be required for drug- or alcohol-related infractions.
- 2) The suspension may be more than twenty-five percent (25%) of the regular scheduled contests of the next season of participation.
- 3) Suspension is applied to the next sport season of participation for which student previously participated on during the past calendar year and also applied to any sport which the student did not participate on during the last calendar year, which takes place prior to the sport of previous participation.
- 4) The minimum suspension after student reinstatement process is twenty-five percent (25%) and may range up to one (1) calendar year.

During the period of athletic suspension, the student athlete is ineligible to participate in any contests or team activities for the duration of the suspension. At the decision of the coach, Athletic Director and Principal, a determination will be made whether the suspended student athlete will participate in tryouts, practices and/or attend contests. In no case will the suspended student athlete dress in a school uniform, sweats or team jacket during the suspension period.

Additional Conduct/Standards

- 1) Student athletes will adhere to individual team rules, which are established in writing by coaches and on file in the Athletic Office, and which shall not be inconsistent with the Code of Conduct.
- 2) Student athletes will not engage in indecent exposure at any time or place.
- 3) Student athletes will return school equipment and uniforms at the end-of-season, or they will forfeit post-season awards and will not be eligible to participate in any other sport until the matter has been resolved.

(Continued)

Students

SUBJECT: CODE OF CONDUCT FOR STUDENT ATHLETES (Cont'd.)

- 4) Student athletes who quit or are unable to finish the season or post season play because of disciplinary action, academic ineligibility, or other reasons, will forfeit all awards including team awards, certificates, letters, pin, etc.
- 5) Student athletes will dress appropriately and participate in scheduled physical education classes. *(i.e., If medical restrictions exist and/or student does not have full medical clearance, they will be declared ineligible to participate in practices or games.)*
- 6) Student athletes will not engage in activities or actions which bring discredit to the school program or team as determined by the coach, Athletic Director or Principal.
- 7) Student athletes will be responsible for theft or damage of uniforms, money or school property related to the athletic program.
- 8) Athletes will not be absent from practices or games to attend other sports, clubs or recreational type activities. In-season interscholastic program will take priority over these activities.

Conduct/Standards - Enforcement and Consequences

Decisions regarding the enforcement of the Conduct/Standards are made by the individual coach(es), who submit a written report to the Athletic Director regarding the violation and the consequences imposed as a result of the violation.

- 1st Offense: The penalty for a first offense may range from an official warning to exclusion from athletics for up to three (3) contests, and forfeiture of awards and post-season recognition.
- 2nd Offense: The penalty for a second offense may range from exclusion from athletics for up to two (2) contests to one-fourth of the season, which could be carried over to the next sport season of participation, and forfeiture of awards and post-season recognition.
- 3rd Offense: The penalty for a third offense may include suspension for up to one (1) calendar year, and forfeiture of awards and post-season recognition.

Both the student and parent(s) may request a meeting with the person or body imposing the discipline to discuss the conduct being reviewed and to consider whether the suspension should be imposed or continued.

(Continued)

Students

SUBJECT: CODE OF CONDUCT FOR STUDENT ATHLETES (Cont'd.)

During the period of suspension, the student athlete is ineligible to participate in any contest or team activities for the duration of the suspension. The coach, Athletic Director and Principal will determine whether the suspended student athlete will participate in practices and/or attend contests. In no case will the suspended student athlete dress in a school uniform, sweats or team clothing during the suspension period.

Parent Responsibility

Parents and guardians are essential partners in maintaining a safe, educational and enjoyable program of athletics for students. When present at the District's athletic events, including practices, they are expected to model the kind of citizenship and sportsmanship that is expected and required of students. The following are among the District's expectations for the parents of student athletes:

- 1) Parents are knowledgeable about the Rules and Conduct/Standards to which their children have committed as student athletes.
- 2) Parents know the consequences for violations of those Rules and Conduct/Standards and assist in their enforcement.
- 3) Parents are supportive and encourage their children to demonstrate appropriate behavior while representing the District as student athletes.
- 4) Parents hold their children accountable for their actions and guide them in making proper decisions regarding drugs, alcohol and tobacco.
- 5) Parents are knowledgeable about individual team rules and expectations and address concerns regarding their children's program to the coach.
- 6) Parents are knowledgeable spectators, knowing the rules of the game and serving as role models for sportsmanship. They cheer our successes, and show understanding in the wake of defeat. They encourage the efforts of their children's teams, and they respect the efforts of the opposing teams.
- 7) Parents adhere to state laws that prohibit smoking on school grounds or in school buildings.
- 8) Parents bring their concerns to the attention of the appropriate coach(es), including concerns about the mental and physical treatment of their children, ways to help their children improve, and their children's behavior. They schedule meetings with coaches in order that their concerns may be discussed at appropriate times and places.

(Continued)

Students

SUBJECT: CODE OF CONDUCT FOR STUDENT ATHLETES (Cont'd.)

- 9) Parents demonstrate a respect for the privacy of all students athletes, and an understanding of the coaches' responsibilities to all student athletes, by refraining from speaking with coaches about such issues as playing time, athletic ability, and team strategy, insofar as those subjects relate to student athletes other than their own child.

Acknowledgement of the Risk of Injury

Parents and guardians acknowledge that participation in athletic programs exposes participants to the risk of injury, including, but not limited to, the risk of sprains, fractures and ligament and/or cartilage damage which could result in a temporary or permanent, partial or complete impairment in the use of limbs, brain damage, paralysis or even death. Having been so cautioned and warned, participation in the District's athletic program by the student athlete indicates the parent's full knowledge and understanding of the risk of injury.

Students

SUBJECT: BALDWINSVILLE CENTRAL SCHOOL DISTRICT SCHOLASTIC ELIGIBILITY CODE

Academic success is a priority for all students at Baldwinsville Central School District. To that end, parents and students should be aware of the Baldwinsville Central School District Eligibility Code to remain eligible to participate in interscholastic sports and extracurricular activities.

Varsity/Junior Varsity and Freshman Interscholastic Athletic Teams

If a student is failing one (1) subject in any five (5) week marking period, the student may continue to participate but will be required to contract with the teacher, coach, parent and administration to bring the grade up to passing. Students will be allowed to participate with **one (1) failing grade**, but must continue their efforts to bring the grade up to passing. If, in the opinion of the teacher, the student is not making a valid effort to correct his/her deficiencies, the Building Principal or his/her designee may exclude the student from participation for a specific period of time within a five (5) week marking period.

If a student is **failing two (2) subjects** in any five (5) week marking period, the student has two (2) weeks to bring at least one (1) subjects up to a passing grade and the student may continue to participate. The student will contract with the teacher, coach, parent and administration to bring his/her grades up to passing. If, after the two (2) weeks, the student is failing two (2) subjects, he/she will be suspended from the activity until the next five (5) or ten (10) week marking period, whichever comes first. At that point the ineligibility continues until at least one (1) grade is brought up to passing. Whenever a student is participating with one (1) failing grade, the conditions set forth in item one above will be in effect.

If a student is **failing in excess of two (2) subjects**, the student will be declared ineligible to participate in any activity until the next five (5) or ten (10) week marking period, whichever comes first. At that point, the ineligibility continues until the student is passing all subjects (except that he/she may participate with one (1) failing subject under the conditions set forth in item one above).

7th, 8th and 9th Modified Interscholastic Athletic Teams

Students will be allowed to participate with **one (1) failing grade**, but must continue their efforts to bring the grade up to passing. If, in the opinion of the teacher, the student is not making a valid effort to correct his/her deficiencies, the Building Principal or his/her designee may exclude the student from participation for a specific period of time within a five (5) week marking period.

If a student is failing **two (2) or more subjects** in any five (5) week period, the student will be declared ineligible to participate for the remainder of the current modified athletic season. Students who are declared ineligible will regain eligibility status at the start of the next modified sporting season.

(Continued)

Students

**SUBJECT: BALDWINVILLE CENTRAL SCHOOL DISTRICT SCHOLASTIC
ELIGIBILITY CODE (Cont'd.)****Communication of Eligibility Status**

Ineligibilities will become effective on the Monday immediately after the end of the marking period. When a student is placed on the ineligible list by failing two (2) or more classes, the Assistant Principal will contact the parent/guardian in addition to contacting the Athletic Director/Club Advisor(s) to communicate the student's academic status.

**BALDWINSVILLE CENTRAL SCHOOL DISTRICT
ATHLETIC PERMISSION FORM**

I, the parent/guardian of _____
(student) (grade)

hereby grant him/her permission to be a candidate for the _____
(Level: V/JV/MOD/FROSH)

_____ at Baldwinsville Central School District.
(team)

We recognize the necessity of a thorough conditioning period during the early part of the season to prepare athletes for competition, and to reduce possibilities of serious injuries.

We understand that he/she will be expected to attend practice sessions regularly as scheduled by the team coach. Transportation will not be provided by the school after these practices.

It is not the policy of the school to bar a student from an athletic squad for any reason which would not bar them from an academic class or other school activity except for recognized eligibility rules. While it is strongly recommended that athletes be covered for injuries by their own accident insurance policy, a student will not be barred from participation without it. The school does carry an accident insurance policy on athletes, which, in the event of medical costs resulting from a student's accident, will provide partial reimbursement or will supplement the family's insurance coverage.

Emergency Phone Number

Home Phone Number

In case of emergency, I **do - do not** give permission for emergency treatment by a physician.
(circle one)

CHECK ONE: Coverage for injuries incurred in sports has been provided through a
_____ policy.
(name of insurance)

Permission is granted to participate without separate accident insurance coverage.

Signature Parent/Guardian

Date

Signature School Registered Professional Nurse

Date

Signature Athletic Director

Date

Copies: School Nurse
 Athletic Director
 Coach

**BALDWINVILLE CENTRAL SCHOOL DISTRICT
INDIVIDUAL ATHLETIC PROFILE FOR MIXED COMPETITION**
(Please type or print.)

Part I: School Information

Date: _____

District _____ Superintendent _____

City _____ Athletic Director _____

School Physician _____ Family Physician _____

Physical Education Teacher _____

Part II: Student Information

Previous mixed competition? _____ Yes _____ No

Name _____ What sport and level? _____

Age _____ Grade _____ Sport and level being requested? _____

Part III: Physical Education and Medical History

Is the student enrolled in regular physical education without restrictions? _____ Yes _____ No

If NO, explain _____

History of conditions, injuries or illness that would be restricting? _____ Yes _____ No

If YES, explain _____

Part IV: Physical Data

Weight _____ lbs. Height _____ Feet _____ Inches Maturity Level _____

Body Type (Y check): Mesomorph _____ Endomorph _____ Ectomorph _____

Comments: _____

(Continued)

**BALDWINSVILLE CENTRAL SCHOOL DISTRICT
INDIVIDUAL ATHLETIC PROFILE FOR MIXED COMPETITION (Cont'd.)**

Part V: Athletic Performance Test Scores

Shuttle Run _____ Stomach Curls _____
Long Jump _____ 50 Yard Dash _____
Flexed Arm Hang _____ 1.5 Mile Run _____

Part VI: Panel Decision

Approved for tryout: _____ Yes _____ No

Reason(s) _____

Panel Members:

School Physician (print or type name) _____

Signature _____

Physical Education Teacher (print or type name) _____

Signature _____

Family Physician or other appointee (print or type name) _____

Signature _____

BALDWINVILLE CENTRAL SCHOOL DISTRICT
INDIVIDUAL ATHLETIC PROFILE
(Selection/Classification Standards)

Part I: School Information for School Year 20__ to 20__ School Physician _____
School _____ Superintendent _____
City _____ Director _____

Part II: Student Information and Evaluation for the sport of _____

1. Parental Approval [<input type="checkbox"/>] (Check)	4. Prior Experience:
2. Medical Approval [<input type="checkbox"/>] (Check)	5. Physical Fitness Test Data
Date of Health Examination _____	Raw Scores:
Adolescent Development: _____	Agility _____ Strength _____ Speed _____ Endurance _____
Female: Post-Menarch Years + Months _____ Developmental Years + Months _____	6. Placement Decision
Males: Pubic Hair (1-5) _____	Approval for _____ at level: (sport)
3. Height _____ inches Weight _____ lbs.	[<input type="checkbox"/>] Frosh [<input type="checkbox"/>] Mod [<input type="checkbox"/>] Junior Varsity [<input type="checkbox"/>] Varsity
Other significant information: _____	7. Skill - Coaches Rating
_____	[<input type="checkbox"/>] Below Average [<input type="checkbox"/>] Average
_____	[<input type="checkbox"/>] Above Average [<input type="checkbox"/>] Superior

Part III: Special Approval Request: (Mail to Bureau of Physical Education, State Education Department, Room 978 EBA, Albany, NY 12234)

This student does not meet the Selection Classification standards; however, we believe participation should be approved as a special case because: _____

Signature of Athletic Director _____ Date _____

REVISED
5/2008

BALDWINSVILLE CENTRAL SCHOOL DISTRICT
PRE-PARTICIPATION PHYSICAL EVALUATION/HEALTH HISTORY

SPORT _____ LEVEL _____

GRADE _____ AGE _____ D.O.B. _____

_____ MALE _____ FEMALE

Students without this form on file will **NOT** be allowed to practice or otherwise participate.

_____ Last Name _____ First

_____ Street Address

_____ City _____ Zip

Mother's Name _____

Father's Name _____

Emergency Contact _____

SCHOOL NURSES' - OFFICE USE ONLY	
Physical Date: _____	Tetanus Date: _____
<input type="checkbox"/> Full Participation	<input type="checkbox"/> Restrictions
Approved _____	_____
(Nurse's Signature) (Date)	
Notes: _____	

Home Phone _____
Business Phone _____ cell: _____
Business Phone _____ cell: _____
Phone _____ cell: _____

INTERVAL HEALTH HISTORY FOR SPORTS PARTICIPATION

Prior to the start of the tryout sessions or practice each season, a health history review must be conducted in order for the twelve month physical to be valid. The purpose of the sports pre-participation examination is to determine medical eligibility to participate in competitive sports. *The sports physical examination provided by the school is not designed, or intended, to substitute for any recommended regular comprehensive health assessment.*

TO BE COMPLETED BY PARENT OR GUARDIAN (NOT MORE THAN 30 DAYS PRIOR TO THE START OF THE SPORT SEASON)

History within the last twelve (12) months from the last physical examination: (explain "yes" answers below)

- | | | |
|--|-----|----|
| 1. Has your child developed any medical problems or had surgery since his/her last physical? | YES | NO |
| 2. Has a doctor restricted your child's participation in sports for any reason? | YES | NO |
| 3. Has your child dislocated any joints or broken or fractured any bones? | YES | NO |
| 4. Has your child had a head injury or a concussion? | YES | NO |
| 5. Has your child had a seizure? | YES | NO |
| 6. Does your child cough, wheeze or have difficulty breathing during or after exercise or been diagnosed with asthma? | YES | NO |
| 7. Does your child have an ongoing medical condition (like asthma or diabetes)? | YES | NO |
| 8. Is your child currently taking any prescription or nonprescription (over the counter) medicines or inhalers? | YES | NO |
| 9. Does your child have any allergies to pollens, foods or stinging insects? | YES | NO |
| 10. Has your child ever passed out or nearly passed out DURING or AFTER exercise? | YES | NO |
| 11. Has your child ever had discomfort, pain, or pressure in their chest during exercise? | YES | NO |
| 12. Does your child's heart race or skip beats during exercise? | YES | NO |
| 13. Has a doctor ever told your child that they have: high blood pressure, high cholesterol, heart murmur or had a heart test ordered (EKG, echocardiogram)? | YES | NO |
| 14. Does anyone in your family have a heart problem? | YES | NO |
| 15. Has any family member or relative died of heart problems or of sudden death of unknown cause before age 50? | YES | NO |
| 16. Does anyone in your family have Marfans syndrome? | YES | NO |
| 17. Was your child born without or is currently missing a kidney, an eye, a testicle, or any organ? | YES | NO |
| 18. Does your child wear eye protection such as goggles? | YES | NO |

Explain any "yes" answers: _____

I, the undersigned, clearly understand that the health questions are asked in order to determine if my child can safely participate in the athletic activity named above. I am aware that participation in this athletic activity is voluntary and that the Baldwinsville Central School District does not carry student/athlete insurance. In addition, I authorize release of medical information to the faculty/staff who may/will need this information for the health and safety of my child. The answers are correct as of this date and he/she, has my permission to participate. *During the summer recess, students who need physical exams **MUST** have them done by their own physician.*

Parent/Guardian Signature

Date (within 30 days of the season)

Cc: White Copy - School Nurse

Yellow - Coach

Pink - Athletic Trainer

BALDWINVILLE CENTRAL SCHOOL DISTRICT

NYSED requires an annual physical 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: _____ Gender: M F Grade: _____

IMMUNIZATIONS / HEALTH HISTORY

<input type="checkbox"/> Immunization record attached	Sickle Cell Screen: <input type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Not done	Date: _____
<input type="checkbox"/> No immunizations given today	PPD: <input type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Not done	Date: _____
<input type="checkbox"/> Immunizations given since last Health Appraisal:	Elevated Lead <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not done	Date: _____
	Dental Referral <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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: _____

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 th <input type="checkbox"/> 5 th through 49 th <input type="checkbox"/> 50 th through 84 th	Vision—Near Point	R	L	
<input type="checkbox"/> 85 th through 94 th <input type="checkbox"/> 95 th through 98 th <input type="checkbox"/> 99 th or 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 of form

Name: _____ Dosage / Time: _____

Name: _____ Dosage / Time: _____

If AM does 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 in the morning medication has not been given.

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

Free from contagions & physically qualified for all physical education, sports, playground, work & school activities OR only as checked:
 _____ Limited contact: cheerlead, gymnastics, ski, volleyball, cross-country, handball, fence, baseball, floor hockey, softball
 _____ Non-contact: badminton, bowl, golf, swim, table tennis, tennis, archery, riflery, weight training, crew, 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 Sport goggles / impact resistant eyewear Other: _____

Provider's Signature: _____ Phone: _____

Provider's Name/Address: _____ Fax: _____

Parent's Signature: _____ Date: _____

Please place Provider's Stamp here:

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 review by private healthcare provider and the school medical director

Appendix #19

APPENDIX C: CODE OF CONDUCT FOR STUDENT ATHLETES

1. Introduction

Athletics are an important component of the District's educational program. The Code of Conduct for Student Athletes applies to student athletes from their first interscholastic participation through graduation. These rules are in effect from July 1 through June 30 of each school year, and apply to all student athletes in grades seven through twelve.

Participation in athletics is a privilege, not a right. Because of this, student athletes are held to a higher standard. Students' participation in the District's athletic program is conditioned upon their adherence to the provisions of this Code of Conduct for Student Athletes.

2. General Requirements

- Student athletes and parents must sign a contract signifying that the athletes and their parents understand and accept all Rules, Code/Standards and expectations of the Athletic Code of Conduct.
- Student athletes must be enrolled in three full-time courses and actively participate in physical education classes, as required by the New York State Public High School Athletic Association.
- Student athletes must have received a current physical examination and must have returned all of the appropriate forms.
- Student athletes must attend all practices and games throughout the sport season, unless absence is approved by the coach. Interscholastic sport teams in-season must have priority over club or recreational type programs.
- Student athletes must meet all eligibility standards and abide by the rules set forth by the Baldwinsville Central School District, the Central New York Counties League, Section III, and the New York State Public High School Athletic Association.

***A season is defined as: the first Section 3 approved date of practice to the conclusion of the NYSPHSAA State Championship for that sport of participation**

3. Academic Eligibility Standards

Students are expected to remain in good academic standing during the periods of their participation in athletics. Failure in two courses will result in a probationary status for two weeks, during which time the student must demonstrate the necessary improvement. If the deficiency persists in three or more courses, the student will be

ineligible to participate in athletics. Please note: dropping a course during the period of ineligibility will not result in a change to eligible status. The ineligibility remains in place until the subsequent report card date.

Varsity/Junior Varsity and Freshman Interscholastic Athletic Teams

1. If a student is failing one subject in any five-week marking period, the student may continue to participate. Students will be allowed to participate with one failing grade, but must continue their efforts to bring the grade up to passing.
2. If a student is failing two subjects in any five week marking period, the student has two weeks to bring at least one of the subjects up to a passing grade and the student may continue to participate. The student will contract with the teacher, coach, parent and administration to bring his/her grades up to passing. If, after the two weeks, the student is failing two subjects, he/she will be suspended from the activity until the next five or ten week marking period, whichever comes first. At that point the ineligibility continues until at least one grade is brought up to passing. Whenever a student is participating with one failing grade, the conditions set forth in item one above will be in effect.
3. If a student is failing three or more subjects, the student will be declared ineligible to participate in any activity until the next five or ten week marking period, whichever comes first. At that point, the ineligibility continues until the student is passing all subjects (except that he/she may participate with one failing subject under the conditions set forth in item one above).

7th, 8th and 9th Modified Interscholastic Athletic Teams

Students failing one or more core academic class(es) at the conclusion of a marking period will be placed on academic probation. Academic probation requires the student to secure an Athletic Eligibility Report form, have their teachers complete the form, and present the information to his/her coach or advisor. Students will receive instructions from their coach on how to complete the form and how to present it to their teachers for completion.

After receiving the form, students have one week to raise grades in their core academic subject areas to passing status. If at the end of the first week grades have not been brought up to passing, students will NOT be allowed to participate in subsequent contests/performance until the submission of another form/report at the end of the second week, but WILL be allowed to practice/rehearse.

Students who continue on probation after 2 weeks from the date the initial form is submitted to teachers will NOT be allowed to participate in any other subsequent matches/performance for the remainder of the season, but will be allowed to practice/rehearse until the conclusion of the season.

Communication of Eligibility Status

Ineligibilities will become effective on the Monday immediately after the end of the marking period. When a student is placed on the ineligible list by failing two or more classes,

administration forwards the contract to the appropriate coach/advisor who in turn discreetly gives it directly to the student athlete. It is the student athlete's responsibility to complete the contract within the deadline.

4. Behavioral Eligibility Standards

Student athletes are expected to abide by the applicable codes of conduct, to demonstrate respect for the rights of others, and to behave in a manner that reflects positively on themselves, their school, and their community. Specifically, students are expected to:

- a. refrain from the use, possession, sale or distribution of alcohol, drugs, and tobacco products, on or off campus;
- b. demonstrate self-control and respect for others during participation in all athletic activities;
- c. respect the integrity and judgment of faculty, staff, and officials involved in the athletic activities;
- d. be familiar with, understand, and abide by the rules and regulations of the athletic activity or event;
- e. abide by any further conditions imposed by the advisors, moderators or coaches of the athletic activity during the periods of participation athletic activities.

Students who fail to meet these behavioral expectations may be suspended from their participation in athletics, in addition to any other penalty imposed by the school or by the district.

5. School Attendance

Student athletes must be in attendance for the entire school day in order to be eligible to participate in practices or athletic contests on that day. Student athletes who are truant or who are serving in-school suspension or out-of-school suspension will not be eligible to participate in practices or athletic contests on that day. The athletic director, principal, or superintendent of schools may make exceptions for the following reasons:

- death or serious illness in the family;
- court appearance;
- college visitation;
- medical appointment verified by a note from the medical office personnel;
- religious observance;
- extraordinary circumstances.

6. Level 1 Violations

It is a violation of the Code of Conduct for Student Athletes to:

- a. use, possess, sell or distribute tobacco products;
- b. use, possess, sell, distribute or be under the influence of alcoholic beverages, illegal drugs or performance enhancing substances (e.g., caffeine pills, steroids), whether legal or illegal, look-alike drugs, or drug paraphernalia on school grounds, off school grounds, whether during sport season or out of sport season;
- c. host or remain present at events, activities or locations where minors are consuming or being served alcohol, illegal drugs or other performance-enhancing substances;
- d. use, possess, or distribute firearms, weapons or explosive devices on school grounds or at school events;
- e. engage in illegal gambling activities;
- f. engage in harassing behaviors that include: verbal threats, threatening, hazing activities, bullying, cyber bullying, vandalism, intimidation, retaliation or abuse, conduct or speech based on a persons' actual or perceived race, color, weight, national origin, ethnic group religion/religious practices, disability, sex, sexual orientation, gender, or perceived gender, protected federal rights, or other personal misconduct, including, but not limited to, conduct that involves police or court action.
- g. Will not engage in indecent exposure at any time or at any place.

For purposes of this section, "possess" shall mean to have in one's possession or control, e.g., on one's person or in one's physical control or keeping, or to have in one's presence or close proximity.

7. Level 1 Violations – Consequences

Following the investigation of the facts by the coach, Athletic Director or building administrator, the following actions will be taken for violation of the Code of Conduct for Student Athletes by the Athletic Director:

- parental notification;
- suspension from participation in District athletic programs until the student has been through the reinstatement process.

PROCESS:

The student athlete is immediately suspended from the team or athletic club for the remainder of that sport season. This includes all regular season games and post-season play. The suspension continues for future interscholastic sports participation while the student's appeal or request for reinstatement is pending.

The student athlete may seek reinstatement for eligibility for the season of desired participation. If approved, participation would commence following completion of the in-season suspension and completion of any additional consequences imposed. The reinstatement process requires that a student submit a written request for a meeting with the Athletic Reinstatement Committee who will determine whether the student shall be reinstated to the District's athletic program.

This meeting will be held within two weeks from receipt of the student's written request. Within five school days, the athletic director shall notify the student in writing of the decision of the Athletic Reinstatement Committee.

If the request for reinstatement to participate in future season is denied, the student and his or her parent or guardian have the right to appeal the decision within five (5) days to the Athletic Director.

Once the Athletic Reinstatement Committee or the Athletic Director has determined that the student will be reinstated, then, as a condition of such reinstatement, one or more of the following additional consequences will be applied based on seriousness of the violation:

- A minimum of three hours of substance abuse awareness counseling or education may be required for drug- and alcohol-related infractions.
- If the suspension is for less than 25% of the regular-season contests in the present sport season, the student will have the difference applied to the next sport season of participation to meet or, if applicable, exceed 25% minimum number of contests. The suspension is applied the next sport season of participation for which student previously participated on during the past calendar year and also applied to any sport which the student did not participate on during the last calendar year, which takes place prior to the sport of previous participation.

Example: A soccer/lacrosse player is suspended from the fall season and for 20% of the next season of participation. Reviewing the previous year, this individual would sit out 20% of the upcoming spring season. If he elects to participate in the winter season, the student will sit out 20% of both seasons (spring and winter).

- The minimum suspension after student reinstatement process is 25% and could range up to one calendar year.
- If a modified student athlete commits a level 1 violation during their modified career (modified 7th/8th, modified 8th/9th or modified 9th) the student athlete will follow the process for reinstatement for consideration to return to modified athletics.
- If a modified student athlete commits two level 1 violations during their modified career (modified 7th/8th, modified 8th/9th and modified 9th) they will be deemed ineligible to participate in modified athletics.
- Any student deemed ineligible in modified athletics is allowed to participate in high school athletics (Varsity, Junior Varsity & Freshman). If this student athlete commits another level 1 violation at the High School Level they will immediately enter into the athletic reinstatement process.

Post-season play is not calculated into the percentages.

- If all terms of the suspension are completed during the regular season, the student athlete would be eligible to participate in the post-season.
- If the student athlete has not completed all terms of the suspension, during the regular season, the student athlete will serve the terms of the suspension into the post-season.

At the time all terms of the suspension are completed, the student athlete would be eligible to participate in the remainder of the post season at the direction of the Athletic Director.

- Any post-season awards, recognition or attendance at banquets will be determined by the coach and the athletic director.

8. Level 2 Violations

1. Student athletes will adhere to individual team rules, which are established in writing by coaches and on file in the athletic office, and which shall not be inconsistent with the Code of Conduct.
2. Student athletes will return school equipment and uniforms at the end-of-season, or they will forfeit post-season awards and will not be eligible to participate in any other sport until the matter has been resolved.
3. Student athletes who quit or are unable to finish the season or post season play because of disciplinary action, academic ineligibility, or other reasons, will forfeit all awards, including team awards, certificates, letters, pin, etc.
4. Student athletes will dress appropriately and participate in scheduled physical education classes.
5. Student athletes will not engage in activities or actions which bring discredit to the school program or team as determined by the coach, athletic director or principal.
6. Student athletes will be responsible for theft or damage of uniforms, money or school property related to the athletic program.
7. Athletes will not be absent from practices or games to attend other sports, clubs or recreational type activities. In-season interscholastic program will take priority over these activities.

9. Level 2 – Consequences

Decisions regarding the enforcement of the Level 2 consequences for first and second offenses are made by the individual coach(es), who submit a written report to the athletic director regarding the violation and the consequences imposed as a result of the violation. All third offenses will be reviewed by the coach and athletic director to determine the consequences.

1st Offense: A first offense penalty may range from an official warning to exclusion from athletics for up to 25% of scheduled contests. Post-season awards will be determined by the coach and athletic director.

2nd Offense: A second offense penalty may range from exclusion from athletics for up to 25% of the season, which could be carried over to the next sport season of participation. Post-season awards will be determined by the coach and athletic director.

3rd Offense: A third offense penalty will result in suspension for up to one calendar year, and forfeiture of awards and post-season recognition.

During the period of suspension, the student athlete is ineligible to participate in any contests or team activities for the duration of the suspension. The coach, athletic director and principal will determine whether the suspended student athlete will participate in practices and/or attend contests. In no case will the suspended student athlete dress in a school uniform, sweats or team clothing during the suspension period.

10. Parent Responsibility

Parents and guardians are essential partners in maintaining a safe, educational and enjoyable program of athletics for students. When present at the District's athletic events, including practices, they are expected to model the kind of citizenship and sportsmanship that is expected and required of students. The following are among the District's expectations for the parents of student athletes:

1. Parents are knowledgeable about the Rules and Conduct/Standards to which their children have committed as student athletes.
2. Parents know the consequences for violations of those Rules and Conduct/Standards and assist in their enforcement.
3. Parents are supportive and encourage their children to demonstrate appropriate behavior while representing the District as student athletes.
4. Parents hold their children accountable for their actions and guide them in making proper decisions regarding drugs, alcohol and tobacco.
5. Parents are knowledgeable about individual team rules and expectations and address concerns regarding their children's program to the coach.
6. Parents are knowledgeable spectators, knowing the rules of the game and serving as role models for sportsmanship. They cheer our successes, and show understanding in the wake of defeat. They encourage the efforts of their children's teams, and they respect the efforts of the opposing teams.
7. Parents adhere to state laws that prohibit smoking on school grounds or in school buildings.
8. Parents bring their concerns to the attention of the appropriate coach(es), including concerns about the mental and physical treatment of their children, ways to help their children improve, and their children's behavior. They schedule meetings with coaches in order that their concerns may be discussed at appropriate times and places.
9. Parents demonstrate a respect for the privacy of all student athletes, and an understanding of the coaches' responsibilities to all student athletes, by refraining from speaking with coaches about such issues as playing time, athletic ability, and team strategy, insofar as those subjects relate to student athletes other than their own child.

11. Acknowledgement of the Risk of Injury

Parents and guardians acknowledge that participation in athletic programs exposes participants to the risk of injury, including, but not limited to, the risk of sprains, fractures and ligament and/or cartilage damage which could result in a temporary or permanent, partial or complete impairment in the use of limbs, brain damage, paralysis or even death. Having been so cautioned and warned, participation in the District's athletic program by the student athlete indicates the parent's full knowledge and understanding of the risk of injury.

HEALTH APPRAISAL FORM

Name: _____ Date of Birth: _____

School: _____ Gender: M F Grade: _____

IMMUNIZATIONS / HEALTH HISTORY

<input type="checkbox"/> Immunization record attached	Sickle Cell Screen:	<input type="checkbox"/> Positive	<input type="checkbox"/> Negative	<input type="checkbox"/> Not done	Date: _____
<input type="checkbox"/> No immunizations given today	PPD:	<input type="checkbox"/> Positive	<input type="checkbox"/> Negative	<input type="checkbox"/> Not done	Date: _____
<input type="checkbox"/> Immunizations given since last Health Appraisal:	Elevated Lead	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not done	Date: _____
	Dental Referral	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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	Referral
Weight Status Category (BMI Percentile):	Vision—with glasses/contact lenses	R	L	
<input type="checkbox"/> Less than 5 th <input type="checkbox"/> 5 th through 49 th <input type="checkbox"/> 50 th through 84 th	Vision—Near Point	R	L	
<input type="checkbox"/> 85 th through 94 th <input type="checkbox"/> 95 th through 98 th <input type="checkbox"/> 99 th or 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 of form

Name: _____ Dosage / Time: _____

Name: _____ Dosage / Time: _____

If AM does 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 in the morning medication has not been given.

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

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

___ Limited contact: cheerlead, gymnastics, ski, volleyball, cross-country, handball, fence, baseball, floor hockey, softball

___ Non-contact: badminton, bowl, golf, swim, table tennis, tennis, archery, riflery, weight train, crew, dance, track, run, walk, rope jump.

Specify medical accommodations needed for school: _____ None

Known or suspected disability: _____ Please monitor

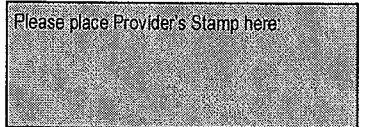
Restrictions: _____ Please monitor

Protective equipment required: Athletic Cup Sport goggles / impact resistant eyewear Other: _____

Provider's Signature: _____ Phone: _____

Provider's Name/Address: _____ Fax: _____

Parent's 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 review by private healthcare provider and the school medical director

**ATHLETIC PLACEMENT PROCESS
FOR
INTERSCHOOL ATHLETIC PROGRAMS**



The University of the State of New York
The New York State Education Department
Office of Curriculum and Instruction
Albany, New York 12234
February 2015



BALDWINSVILLE CENTRAL SCHOOL DISTRICT

Mr. Matthew McDonald, Superintendent of Schools
29 East Oneida Street
Baldwinsville, New York 13027

315-638-6043 (Office)
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Director of Athletics, P.E. & Health

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ATHLETIC PLACEMENT PROCESS PARENT/GUARDIAN PERMISSION (Page 1 of 2)

Dear Parent/Guardian:

There is a New York State Education Department (NYSED) program that permits physically and emotionally appropriate students to try out for an athletic team that is outside of their grade placement. It is called the Athletic Placement Process (APP). Your child (name): _____ may be eligible to participate in the sport of _____ outside of his or her normal grade level. In order to establish the appropriate eligibility, we must have your permission to begin the APP.

This evaluation is a comprehensive evaluation of your child's emotional and physical maturity (including height and weight); as well as athletic abilities, physical fitness, and sport-specific athletic skill in relationship to other student athletes at that level.

Medical approval is based on a review of the Tanner score indicated by your own medical provider and/or comparison of your child's size with the average player on the team he/she is invited to try out for. Upon passing the medical clearance, the student may proceed to the physical fitness and skill assessments. Students must pass all levels in order to meet the requirements of the APP.

If your child successfully meets the requirements of the APP, he/she will be allowed to try out for competitive high school athletics during 7th and/or 8th grade(s), or compete at the modified level if in grades 9-12. Under normal circumstances, a student is eligible for senior high school athletic competition in a sport for only four consecutive seasons, beginning with the student's entry into the ninth grade. However, by meeting the Athletic Placement Process requirements established by NYSED, your child's eligibility can be extended to permit:

- a) participation during five consecutive seasons in the approved sport after entry into the eighth grade; or
- b) participation during six consecutive seasons in the approved sport after entry into the seventh grade.

It is important for you and your child to understand that, once the requirements are met and if he/she is accepted as a member of the team, he/she cannot return to a lower-level team (modified) in that sport in that season. Remember, at the higher level of play your child will be exposed to the social atmosphere that is common among older students in a high school environment. Therefore, it is important to take into account your child's ability to handle the additional demands.

Please feel free to contact me regarding this program or to discuss any aspect of your child's athletic placement. If you agree to allow your child's participation in this program, please sign and return the parental permission form to my office.

Sincerely,

Christopher M. Campolieta
Director of Health, Physical Education and Athletics

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ATHLETIC PLACEMENT PROCESS PARENT/GUARDIAN PERMISSION (Page 2 of 2)

PARENT/GUARDIAN STATEMENT I have read the attached letter and I understand the purpose and eligibility implications of the Athletic Placement Process.

My son/daughter (name): _____ has my permission to undergo the evaluation process and to participate in this program. Upon passing the medical clearance, he/she may proceed to the physical fitness and skill assessments. I understand that passing the evaluation process does not guarantee my child a position on a team, but only permits them to try out.

Parent/Guardian Signature

Date

DISTRICT PHYSICIAN, SCHOOL NURSE SUPERVISOR or DESIGNEE

ATHLETIC PLACEMENT PROCESS CHECKLIST

STUDENT NAME: _____ GRADE: _____

MEDICAL APPROVAL

- Physical Maturity Form sent to Dir. PE/ATH

DATE _____

MEDICAL DENIAL

- Physical Maturity Form sent to Dir. PE/ATH

DATE _____



ATHLETIC PLACEMENT PROCESS

COACH'S SPORT SKILL EVALUATION

Page 1 of 2

INSTRUCTIONS FOR THE COACH

Coach _____ Sport & Level _____ / _____

Student's Name _____ Gender: M F Age _____

The above-named student has requested evaluation through the Athletic Placement Process. As the coach of the team for which they want to try out, your complete assessment of his/her skill level is an important factor in this process. Please complete and return this form as soon as possible to the Director of Physical Education and /or Athletic Director.

NOTE:

The number of students who are allowed to compete outside of their grade levels should be few and far between. The program is intended only for the athlete who has the physical maturity, physical fitness, and sport skills to be placed with other athletes outside of his/her grade level. Abuses in the program by decision makers who seek to satisfy the needs of the team, rather than considering the well-being of the student cannot be condoned. There are many potential physical and social/emotional pitfalls that must be avoided, and once a student is elevated, the decision is irreversible. Please keep in mind that, until you are notified by the director of physical education's office that the student has successfully completed the entire Interscholastic Athletic Placement Process, that student may not attend any practices.

If you are familiar with the candidate, please write an evaluation of his/her skill level on the back of this sheet. Supporting information would be helpful in determining proper placement, so be specific. If you are not familiar with the candidate, you may wish to contact his/her former coaches for further assessment and/or schedule time to observe the student in a physical education class.

Which level team is the student trying out for?

- Modified Freshman Junior Varsity Varsity

Which level of play would you recommend for this student?

- Modified Freshman Junior Varsity Varsity

Compare this student's skills relative to other members of the team that the student is trying out for.

- Below Average Average Above Average Superior

What percentage of playing time would you estimate he/she would receive at that level?

_____ %

ATHLETIC PLACEMENT PROCESS

PHYSICAL MATURITY FORM

THIS SECTION TO BE COMPLETED BY THE DIRECTOR OF PHYSICAL EDUCATION AND/OR ATHLETIC DIRECTOR:

Student's Name _____ Grade _____

Home Address _____

Date of Birth ____ / ____ / ____ Age _____ Gender: Male Female

Parental/Guardian Permission Form Received: Yes Date Received _____

Desired Level: Varsity Jr. Varsity Frosh Modified

Desired Sport: _____ *Recommended Tanner Rating for this sport and level _____ * See Appendix H

SCREENING PROCEDURES- THIS SECTION TO BE COMPLETED BY THE DISTRICT PHYSICIAN, SCHOOL NURSE SUPERVISOR, OR DESIGNEE

A. TANNER SCORE AND HEIGHT/WEIGHT ASSESSMENT COMPLETED BY:

Private Medical Provider

EXAM DATE: _____

PROVIDER NAME _____

CIRCLE THE CURRENT DEVELOPMENTAL STAGE OF THE STUDENT, USING THE TANNER SCALE:

1 2 3 4 5

B. ALTERNATIVE TO TANNER EXAMINATION FOR FEMALES ONLY:

Onset of Menarche = Tanner Stage 5

C. HEIGHT _____ WEIGHT _____

D. CHECK APPROPRIATE BOXES BELOW AND RETURN FORM TO THE DIRECTOR OF PHYSICAL EDUCATION/ATHLETICS. (See Appendix H)

Student is cleared not cleared for the sport of: _____

at the following level: Modified Freshman Junior Varsity Varsity

SIGNED _____ DATE ____ / ____ / ____

District Physician, School Nurse Supervisor or Designee

ATHLETIC PLACEMENT PROCESS

PHYSICAL FITNESS TESTING: SCORE FORM

INSTRUCTIONS FOR THE TESTER

The student listed below has been approved to take the Physical Fitness Test. Please proceed with the testing as described in the **Physical Fitness Test Descriptions & Directions** in Appendix I of this document

1. Read the instructions for administering the five items carefully. **If you are the coach of the sport that the athlete wants to participate in, you may not be the tester.** Notify the Director of Physical Education and/or Athletic Director that a new tester must be assigned.
2. The test can be given in any time frame and in any order. Any of the five items may be retested up to the number of times defined by your APP district policy. Only the best scores should be recorded. *For Swimming see, Appendix J page 2, for an alternative portion of the fitness test. For bowling and golf, students are not required to complete a physical fitness test.*
3. Encourage the student to do his/her best on each test item. Before commencing with the test, inform the student of the minimum qualification requirement for each component. **They MUST score in the 85th percentile for their age.**
4. Return this score sheet to the Physical Education and/or Athletic Director's office as soon as the test is completed.

PHYSICAL FITNESS TEST SCORES:

Student's Name _____ Gender: M F Age _____

Desired Sport _____ Desired Level _____

Test Administered By _____ Date _____

SHUTTLE RUN (nearest tenth) 1/10 seconds _____

V-SIT REACH
Or SIT & REACH (feet and inches to nearest inch) _____

PULL UPS (# completed)
Or RIGHT ANGLE PUSH UPS (# completed every 3 seconds) _____

STOMACH CURLS (one for each completed movement) number _____

ONE MILE RUN/500 YARD SWIM (minutes and nearest second) _____

Final Assessment: Student passed did not pass at or better than the 85th percentile

Signature _____ Date _____

ATHLETIC PLACEMENT PROCESS

PHYSICAL FITNESS TEST: INSTRUCTIONS

Curl-ups

This activity measures abdominal strength and endurance.

Curl-ups Testing

Here's what you do:

- Have the student lie on a cushioned, clean surface with knees flexed and feet about 12 inches from buttocks. A partner holds the feet.
- Make sure the arms are crossed with hands placed on opposite shoulders and elbows held close to chest.
- Keeping this arm position, the student raises the trunk, curling up to touch elbows to thighs, and then lowers the back to the floor so that the scapulas (shoulder blades) touch the floor, for one curl-up.
- To start, a timer calls out the signal "Ready? Go!" and begins timing the student for one minute. The student stops on the word "Stop."

Curl-ups Tip

Instruct helpers to count aloud the number of repetitions.

Curl-ups Scoring

"Bouncing" off the floor is not permitted. The curl-up should be counted only if performed correctly.

Shuttle Run

This activity measures speed and agility.

Testing

Here's what you do:

- Mark two parallel lines 30 feet apart and place two blocks of wood or similar objects behind one of the lines.
- Student starts behind the opposite line. On the signal "Ready? Go!" the student runs to the blocks, picks one up, runs back to the starting line, places the block behind the line, runs back and picks up the second block, and runs back across the starting line.

Tips

Be sure the participants understand the importance of running through the finish line. Participants should perform this activity on a gym floor or other appropriate surface.

Scoring

Blocks should not be thrown across the lines. Scores are recorded to the nearest tenth of a second.

One Mile Run/Walk

This activity measures heart/lung endurance.

Testing

Here's what you do:

- On a safe, one-mile distance, students begin running on the count "Ready? Go!"
- Walking may be interspersed with running: However, the students should be encouraged to cover the distance in as short a time as possible.

Tips

Use a large enough running area so that no more than eight laps are necessary to complete a mile. Help participants learn proper pacing for the mile by having them run at the mile pace for short distances during warm-up time.

Scoring

Always review students' health status before administering this test. Give students ample instruction on how to pace themselves. Allow them to practice running this distance against time, as well as sufficient time for warming up and cooling down before and after the test. Times are recorded in minutes and seconds.

Pull-ups

This activity measures upper body strength and endurance.

Pull-ups Testing

Here's what you do:

- The student hangs from a horizontal bar at a height the student can hang from with arms fully extended and feet free from the floor, using either an overhand grip (palms facing away from body) or underhand grip (palms facing toward body). Small students may be lifted to the starting position.
- The student raises his/her body until chin clears the bar and then lowers his/her body to the full-hang starting position. The student performs as many correct pull-ups as possible.

Pull-ups Tips

Spend as little time hanging from the bar beforehand as possible because the extra time on the bar may reduce the number of pull-ups performed. Discourage any leg kicking or body swinging, as this may also decrease the number of repetitions.

Pull-ups Scoring

- You'll need a specially constructed box with a measuring scale marked in centimeters, with 23 centimeters at the level of the feet.
- The student removes shoes and sits on floor with knees fully extended, feet shoulder-width apart and soles of the feet held flat against the end of the box.
- With hands on top of each other, palms down, and legs held flat, student reaches along the measuring line as far as possible. After three practice reaches, the fourth reach is held while the distance is recorded.

Sit and Reach Tip

Participants are most flexible after a warm-up run. Best results may occur immediately after performing the endurance run.

Sit and Reach Rules

Legs must remain straight, soles of feet against box, and fingertips of both hands should reach evenly along the measuring line. Scores are recorded to the nearest centimeter.

ATHLETIC PLACEMENT PROCESS

Physical Fitness: Scores Required for the Athletic Placement Process

SEX	AGE	Curl-Ups # in one minute	Shuttle Run in seconds	Choose one		1 Mile- Walk/Run min/sec*	Pull-Ups # completed	Right Angle Push-ups # every 3 sec.
				V-sit Reach in inches	Sit & Reach in centimeters			
Males	11	47	10.0	4.0	31	7:32	6	26
	12	50	9.8	4.0	31	7:11	7	30
	13	53	9.5	3.5	31	6:50	7	35
	14	56	9.1	4.5	33	6:26	10	37
	15	57	9.0	5.0	36	6:20	11	40
Females	11	42	10.5	6.5	34	9:02	3	19
	12	45	10.4	7.0	36	8:23	2	20
	13	46	10.2	7.0	38	8:13	2	21
	14	47	10.1	8.0	40	7:59	2	20
	15	48	10.0	8.0	43	8:08	2	20

*For swimming, see next page for alternative 500 yard swim scores.

¹ Upper body strength can be measured by performing pull-ups, or right angle push-ups.
² Flexibility can be measured by performing the V-sit Reach or the Sit and Reach

ATHLETIC PLACEMENT PROCESS

SPECIAL TRY-OUT PROCESSES

BOWLING

Any 7th or 8th grade student may be given the opportunity to try out for a junior varsity or varsity bowling team. At the completion of the try-out sessions, which must include nine games bowled over a three-day period, if the individual's bowling average puts him/her in the top eight of your bowlers, he/she is eligible for the team.

GOLF

Any 7th or 8th grade student may be given the opportunity to try out for a junior varsity or varsity golf team. At the completion of the tryout sessions, which must include 18 holes golfed over a three-day period (the first three days of the individual's tryout when the course is accessible), if the individual's golf average puts him/her in the top 8 of your golfers, he/she is eligible for the team.

ATHLETIC PLACEMENT PROCESS

Physical Fitness Scores
Required for the Athletic Placement Process

SWIMMING

The swimming endurance component of the physical fitness test allows the athlete to choose which endurance test he/she prefers. It will be necessary to choose one: either the one mile run (see Appendix J) or the 500 yard swim.

SWIMMING TIMES REQUIRED FOR 500 YARD SWIM

BOYS

LEVEL	500 Yard Swim Time (min:sec)
Modified	9:15
Freshman	9:00
Junior Varsity	8:45
Varsity	8:30

GIRLS

LEVEL	500 Yard Swim Time (min:sec)
Modified	10:00
Freshman	9:45
Junior Varsity	9:30
Varsity	9:00

ATHLETIC PLACEMENT PROCESS

PHYSICAL MATURITY CHART

Recommended Tanner Scores for the Athletic Placement Process

Approved Sports	MALES			FEMALES		
	Freshman	JV	Varsity	Freshman	JV	Varsity
Archery	2	2	2	2	2	2
Badminton	2	3	4	2	3	4
Baseball	3	4	5	4	5	5
Basketball	3	4	5	4	5	5
Bowling	2	2	2	2	2	2
Competitive Cheerleading	3	4	5	4	5	5
Cross-Country	3	4	5	4	5	5
Fencing	2	3	4	2	3	4
Field Hockey	3	4	5	4	5	5
Football	3	4	5	4	5	5
Golf	2	2	2	2	2	2
Gymnastics	3	4	5	4	5	5
Ice Hockey	3	4	5	4	5	5
Lacrosse	3	4	5	4	5	5
Rifle	2	2	2	2	2	2
Skiing	3	4	5	4	5	5
Soccer	3	4	5	4	5	5
Softball	3	4	5	4	5	5
Swim/Diving	3	4	5	4	5	5
Tennis	3	4	5	4	5	5
Track & Field	3	4	5	4	5	5
Volleyball	3	4	5	4	5	5
Wrestling	3	4	5	4	5	5



Book Baldwinsville Central School District Board of Education Policies
Section 7000 - STUDENTS
Title SPORTS AND THE ATHLETIC PROGRAM
Number 7420
Status First Reading
Legal
Adopted July 1, 1992
Last Revised July 13, 2015

SUBJECT: SPORTS AND THE ATHLETIC PROGRAM

Athletics are an integral part of a well-balanced educational program. Therefore, the Board supports within its resources a broad sports program with equal access for both males and females, with an emphasis on maximum participation, through interscholastic and intramural activity. The District will comply with recommendations from the U.S. Department of Education's Office for Civil Rights (OCR) regarding Title IX equal opportunity for males and females in the District's total athletic program regarding any of the following factors which may be applicable:

- a) The nature and extent of the sports program to be offered (including the levels of competition, such as varsity, club, etc.);
- b) The provision of equipment and supplies;
- c) The scheduling of games and practice time;
- d) The provision of travel and per diem allowances;
- e) The nature and extent of the opportunity to receive coaching and academic tutoring;
- f) The assignment and compensation of coaches and tutors;
- g) The provision of locker rooms, practice and competitive facilities;
- h) The provision of medical and training facilities and services;
- i) The provision of housing and dining facilities and services; and
- j) The nature and extent of support, publicity and promotion including cheerleading, bands, published programs distributed at games, and booster club activities.

The interscholastic athletic program shall conform to the Regulations of the Commissioner of Education as well as the established rules of the New York State Public High Schools Athletic Association and the State Education Department.

Eligibility for interscholastic athletic competition requires that the students:

- a) Provide written parental/guardian consent. A consent form for a student's participation in interscholastic sports must contain information regarding mild traumatic brain injuries (concussions) as specified in Commissioner's Regulations;
- b) Pass satisfactorily the medical examination administered by the school physician/nurse practitioner or the student's

personal physician. The school physician/nurse practitioner retains final approval on all physicals performed by the student's personal physician; and

c) Meet the requirements for interscholastic competition as set forth by the Commissioner's Regulations and the New York State Public High School Athletic Association.

Booster Clubs

The School District has a responsibility under Title IX to ensure that boys' and girls' programs are provided with equivalent benefits, treatment, services and opportunities regardless of their source. When determining equivalency, benefits, services and opportunities attained through the use of private funds (e.g., "booster clubs"), such funds are considered in combination with all benefits, services and opportunities.

Private fundraising, including student-initiated fundraising, is permissible under Title IX. Further, compliance with Title IX does not mean that teams must "share" proceeds from fundraising activities. It does, however, place a responsibility on the District to ensure that benefits, services, treatment and opportunities overall, regardless of funding sources, are equivalent for male and female athletes.

In accordance with OCR, in order for the District to be in continuing compliance with Title IX requirements, the District must assure that services, benefits and opportunities in its athletic programs are provided on an equivalent basis to both boys and girls, including those services, benefits and opportunities that are provided through the use of outside financial assistance such as donations, fundraising by coaches, and booster clubs.

Athletic Placement Process for the Interscholastic Athletic Program Policy

The Board approves the use of the **Athletic Placement Process for the Interscholastic Athletic Program** for all secondary school interscholastic team members. The Board directs the Superintendent to implement the procedures and maintain a file of those students deemed eligible as result of those procedures.

Student Athletic Injuries

No student should be allowed to practice or play in an athletic contest if he/she is suffering from an injury. The diagnosis of and prescription of treatment for injuries is strictly a medical matter and should under no circumstances be considered within the province of the coach. A coach's responsibility is to see that injured players are given prompt and competent medical attention, and that all details of a doctor's instructions concerning the student's functioning as a team member are carried out. No student will be allowed to practice or compete if there is a question whether he/she is in adequate physical condition.

A physician's certificate may be required before an athlete is permitted to return to practice or competition.

Concussions

A student who has sustained or is believed to have sustained a mild traumatic brain injury (concussion) must be immediately removed from athletic activities. If there is any doubt, it shall be presumed that the student is so injured until proven otherwise. Before being permitted to return to athletic activity, a student must be symptom free for not less than twenty-four (24) hours and have been evaluated by and received written and signed authorization from a licensed physician. Additionally, for extra class athletic activities, a student must have received clearance from the School District Medical Director to participate in such activity.

Athletic Program - Safety

The District will take reasonable steps to see that physical risks to students participating in the interscholastic athletic program shall be kept at a minimum by:

- a) Requiring medical examinations of participants;
- b) Obtaining appropriately certified and/or licensed staff to coach all varsity, junior varsity, and when available and financially feasible for modified games, along with certified and/or licensed officials to referee all such competitions;
- c) Ensuring that equipment is both safe and operative within approved guidelines; and
- d) Providing professional development and training opportunities for all coaching staff.

Athletic Program - Supervision of Students

Students working on any activity must be supervised by the teacher or coach in charge of the activity. This applies to all activities and permission to hold practices or meetings must not be granted unless a teacher or coach is definitely in charge.

- a) Physical education personnel in the School District will be fully responsible for the supervision of all students in either their class or their after school activities. The coaches will maintain supervision over the dressing rooms by being in the immediate area during the dressing periods. Male coaches cannot be personally present in the girls locker room.
- b) Coaches are responsible for the supervision of their athletes at the end of practice. This may entail bus duty, or making sure students have transportation home.
- c) Teachers and/or assigned school personnel in the elementary grades will be responsible for the playground supervision of all the children under their jurisdiction during the recess periods and before the regular afternoon sessions. The Principal will distribute the responsibility so that the playground situation will be properly controlled.
- d) Students are not to be sent on any type of errand away from the building without the consent of the Principal.

Title IX of the Education Amendments of 1972, 20 USC Section 1681 et seq.
45 Code of Federal Regulations Part 86
8 NYCRR Section 135 and 136

NOTE: Refer also to Policy #7521 -- Concussion Management

ATHLETIC PLACEMENT PROCESS

SAMPLE RESOLUTION BY BOARD OF EDUCATION

ATHLETIC PLACEMENT PROCESS POLICY1

WHEREAS, Section 135.4(c) (7) (ii) (a) (4) of the Regulations of the Commissioner of Education provides for a board of education to permit pupils in grades no lower than seventh grade to compete on interscholastic athletic teams organized for senior high school pupils, or senior high school pupils to compete on interscholastic athletic teams organized for pupils in the seventh and eighth grades; and

WHEREAS, these pupils are to be allowed to compete at levels that are appropriate to their physical maturity, physical fitness, and sport skills in relationship to other pupils in accordance with the standards established by the Commissioner of Education; and

WHEREAS, the State Education Department issues the competition standards for these pupils to compete under a program called the Athletic Placement Process;

THEREFORE BE IT RESOLVED that the Baldwinsville Central School District Board of Education shall permit pupils to compete after successfully completing the Athletic Placement Process for the requested sport and level.

1 Districts may be more restrictive than the Commissioner's Regulation, but not less restrictive. If any limitation is to be placed on the Athletic Placement Process (example: specific sports or specific levels), it shall be specified within the content of the Board of Education resolution.

Regulation

Athletic Placement Process

PROCEDURES FOR THE DIRECTOR OF PHYSICAL EDUCATION AND ATHLETICS

The director of physical education/athletics has the responsibility of ensuring that the APP is followed by all parties involved; that the District Physician, School Nurse Supervisor or designee * is included at appropriate times; and that the final determinations are sent to the parents, competing school districts, and section executives. Students who pass all parts of the APP are permitted to try out. There are no waivers. A student must meet the appropriate standards of physical and emotional maturity, size, fitness, and skill, in order to qualify.

IMPLEMENTATION STEPS

ALL STEPS MUST BE FOLLOWED, IN ORDER, FOR EACH APP REQUEST.

*** NYSPHSAA Notes are meant to assist Athletic Administrators. Final Interpretation is the Responsibility of SED.

Step 1 District Policy: Confirm that the school district has approved a resolution to allow students to participate in the APP (and/or revise the language in existing "Selection/Classification" policies to include the new process). If no such resolution exists, proper steps should be taken to ensure that this first requirement is met. (see Appendix A-Sample Resolution). Athletic Directors need to bring the new process to the Superintendent so the Board of Education can adopt the new process.

Step 2 Parent/Guardian Permission: All students who are to be evaluated must first obtain written parent/guardian permission before any evaluation may begin (see Appendix B). This has not changed from the past process.

Step 3 Administrative Approval: The athletic administrator should confirm that the student is suitable for consideration, which includes the likelihood that the student would play in at least 50% of the games. Additionally, because of the increased time demands of participation at the high school level, the student's academic performance (as determined at the local level) should be at or above grade level. Furthermore, administration should assess the student's emotional readiness to socialize with high school-aged students. If the student is not academically or socially ready, the student should not proceed through the APP. The athletic administrator now

has to approve the student to proceed with the process based on the student's readiness and ability. This step gives the AD the authority to stop the process if they feel it is not appropriate for the student to move up or down a level.

Step 4 Medical Clearance: (Must be completed BEFORE the physical fitness portion of the process) The district medical director or designee will determine a student's physical maturity level, and compare the physical size of the student in relation to that of the students against whom the student wishes to compete. If the student is determined to have attained the appropriate physical maturity level and comparable physical size for the desired sport and level, the student may proceed with step 5. If the student is determined to **not** have attained an appropriate physical maturity level for the desired sport and level, **the process stops**. The school medical director or designee is responsible to complete this step. The school medical director or designee must determine the physical maturity of the student and if it appropriate for the student to compete at the higher or lower level. The medical director will use information regarding the physical size of the students they will be competing against plus the Tanner Scale as a "guide" to make their decision. If the medical director does not approve the student based upon the student's physical maturity then the process stops. The student does NOT have to meet the Tanner score in order to be approved by the medical director. See below.

Important Note on the Physical Maturity Examination: *For the medical director or designee, determining the physical maturity level of the student is an important step in the APP process. This is done to ensure that the student has attained a level of physical development at which the chances of growth plate or overuse injury is minimized. Since the growth plate is the weakest area of the growing skeleton, weaker than the nearby ligaments and tendons that connect bones to other bones and muscles, injury to a growth plate can lead to a serious and potentially permanent injury to a joint or long bone. While growth plate injuries are usually caused by an acute event such as a fall or a blow to a limb, they can also result from overuse, such as when a gymnast practices for hours on the uneven bars, a runner runs long distances, or a baseball pitcher spends hours perfecting a curve ball. Growth plate trauma and other overuse injuries may occur in competitive sports such as football, basketball, softball, track & field, and gymnastics. The likelihood increases when students are doing a single sport year round without substantial rest; therefore, caution must be exercised in determining the physical maturity of students at this age level. Developmental staging reduces, but does not eliminate, the risks of injury to a younger student moving up to sport activities involving more developmentally mature students. Since all growth plates might not be fully matured by the time a student reaches Tanner 5, care must be exercised in determining the physical maturity of athletes. The size of the student in relation to the other athletes is also a critical component in determining the risk of injury.*

It is always best to err on the side of caution and keep a student at the age-appropriate level of play in order to safeguard the student. There will be many more years for the student to advance in athletics, and success is more likely if he or she does not suffer from permanent injuries.

***The District Medical Director may designate the District Nurse Practitioner to perform the Athletic Placement Process Role**

Step 5 Sport Skill Evaluation: The sport coach will rely on past personal observations and may consider input from the student's former coaches to complete the evaluation. If the coach is unfamiliar with the student, the sport coach may wish to observe the student in a physical education class (see Appendix D). This is the same procedure as the past process. The coach will help determine the ability level of the student specific to that sport.

Step 6 Physical Fitness Testing: This must be done by a certified physical education teacher who is **not** a coach of the sport for which the student will be trying out. The President's Physical Fitness Test has been selected as the test for this process, and the student must meet the 85th percentile level for their age in 4 out of 5 test components (see Appendix E, I, and J). For students trying out for swimming, see Appendix J for an alternate fitness test to the 1 mile walk/run- students trying out for swimming may choose to either do the 1 mile walk/ run or the 500 yard swim.

Exception to the physical fitness requirement: Students who desire to try out for bowling or golf teams are not required to compete the physical fitness testing. The directions on how to give the 5 components of the Presidential Physical Fitness test are explained in the APP document. Waivers will no longer be granted by SED. **The student must pass 4 out of the 5 tests that are given.** The chart that is used in the APP document gives the score of the 85th percentile for each age level.

If a student was selectively classified during the 2014-2015 school year they would not have to use the new process unless they change sports or levels. Any student going through the process for the first time in a sport must complete the new APP process starting with any sport in the Fall of 2015. Once a student meets the required 85th percentile for their age they may try-out for any level in the HS sport that is appropriate for their skill and physical maturity. If the student wishes to try-out for a new sport then physical fitness scores may be used based on the student's current age. If the student meets the 85th percentile in 4 out of 5 tests for their **current age**, then no retesting is required. Only areas that the student does not meet the 85th percentile for their age must be retested during the process.

Step 7 Qualification Determination: The results of the three evaluations will be sent to the director of physical education/athletics. **Only students who pass all parts of the APP are permitted to try out.** This process has not changed.

Step 8 Try Outs: The student is allowed to try out for the sport and level requested or the student must return to the modified level of competition. For students trying out for bowling or golf, see instructions for try outs for these sports in Appendix G. Students must adhere to the NYSPHSAA try-outs regulations for 7th and 8th graders. If a student practices one day over the permitted try-out period for that specific sport they are not permitted to go back to the modified level. Please refer to the NYSPHSAA Handbook – Modified Program.

Step 9 Records: The physical education director and/or athletic director must maintain all records of students who have successfully completed the APP. Items to be kept in the student's file are: Parent/Guardian Permission and Result letters; Maturity Evaluation and Medical Director Form; Physical Fitness results; Coach's Sport Skill Evaluation. This has not changed from the past process.

Step 10 Notifications: A Notification List (see Appendix F) of the scores of all athletes who have successfully completed the process and have been approved through the APP **after the try-out period has been completed** must be sent to: This has not changed from the past process.

- The physical education director and/or athletic director of competitor schools
- Athletic governing board or section office

**REGULATIONS OF THE COMMISSIONER OF EDUCATION
ON
MIXED COMPETITION**

Section 135.4 (c) (7) (ii) (c)

- (c) Male and female pupils on interschool athletic teams.
- (1) Equal opportunity to participate in interschool competition, either on separate teams or in mixed competition on the same team, shall be provided to male and female students, except as hereinafter provided. In schools that do not provide separate competition for male and female students in a specific sport, no student shall be excluded from such competition solely by reason of sex except in accordance with the provisions of subclauses (2) and (4) of this clause. For the purpose of this clause, baseball and softball shall be considered to constitute a single sport.
 - (2) In the sports of baseball, basketball, boxing, field hockey, football, ice hockey, lacrosse, rugby, soccer, softball, speedball, team handball, power volleyball where the height of the net is set at less than eight feet, and wrestling, the fitness of given student to participate in mixed competition shall be determined by a review panel consisting of the school physician, a physical education teacher designated by the principal of the school, and if requested by the parents of the pupil, a physician selected by such parents. Such panel shall make its determination by majority vote of the members, and in accordance with standards and criteria issued by the department.
 - (3) Where a school provides separate competition for male and female pupils in interschool athletic competition in a specific sport, the superintendent of schools, or in the case of a nonpublic school or school system which elects to be governed by this clause, the chief executive officer of the school or school system, may permit a female or females to participate on a team organized for males. However, where separate competition is provided, males may not participate on teams organized for females.
 - (4) Where a school does not provide separate competition for male and female pupils in interschool athletic competition in a specific sport, the superintendent of schools, or in the case of a nonpublic school or school system which elects to be governed by this clause, the chief executive officer of the school or school system, or the section may decline to permit a male or males to participate on a team organized for females upon a finding that such participation would have a significant adverse effect upon the opportunity of females to participate successfully in interschool competition in that sport.

GUIDELINES FOR MIXED COMPETITION ON INTERSCHOLASTIC ATHLETIC TEAMS

These guidelines are issued to assist schools in the implementation of Section 135.4(c)(7)(ii)(c) of the Regulations of the Commissioner of Education which govern interscholastic competition involving members of both sexes on a single school team. The following general information should be noted by the school personnel who are responsible for the implementation of the Regulations:

- The **purpose of the regulation** is to preserve the health and safety of students while assuring that students of both sexes have opportunity to participate successfully in interschool competition. Athletic opportunity in mixed competition is allowed under the conditions set forth in the regulations for specific sports identified in subclause (2) of section 135.4(c)(7)(ii)(c), as well as all other sports not so identified.
- The regulation provides for students involved in mixed competition to be placed on teams at appropriate levels of competition based upon the individual's medical history, maturity, physical data, fitness scores and skills. The guidelines are to be used for both junior high school and senior high school programs.
- If a **team is organized primarily for one sex** and members of the opposite sex are also members, the team should continue to be classified as either a male or female.
- If a team was formed **originally for one sex** but is composed of a significant number of pupils of the opposite sex, it is recommended that separate teams be formed for that sport. This would allow for the greatest number of students to participate and not limit opportunities for or have a disproportionate effect on any one sex.
- When there are **separate teams for each sex** in a specific sport, a male may not try out for a females' team. However, the superintendent of schools may permit a female to try out for a male team, except that competition in the sports identified in subclause (2) of the regulation is subject to the review and approval of a panel. Where separate teams are provided, a female who wishes to try out for a male team in these sports must have the approval of the superintendent and the review panel. This type of crossover should be based upon that female's athletic ability to compete successfully.
- The sport of boxing is identified in the regulation because it appears in the Title IX Federal Regulations. It is not an indication that the State Education Department considers boxing a desirable sport for secondary students.
- Mixed competition in a sport identified in subclause (2) is subject to **review and approval by a panel**. This panel must include the school physician and a physical education teacher appointed by the principal and may include a

physician chosen by the student's parent(s). This panel is responsible for determining the readiness of the student in terms of medical health, maturity, fitness and skill of the individual in relationship to other members of the team. The intent of the regulation is to match the student's readiness with an appropriate placement, as well as to provide the pupil with a successful competitive opportunity. When the physical abilities of the individual are deemed by the panel to be short of or exceed the physical abilities of other team members, thereby creating a hazardous condition or unfair advantage for that student or other members of the team, denial of participation would be appropriate.

- These procedures apply only to a student's eligibility to try out for a team of the opposite sex. The coach must decide if the pupil is to remain on the team or be dropped from the team in the same manner as all other pupils trying out for the team. If a coach has a "no cut" policy, the student of the opposite sex must be allowed to remain on the team the same as other students.

The following chart indicates which regulatory provisions apply to specific sport and program offerings:

**GUIDE TO MIXED COMPETITION
APPROVAL FOR INTERSCHOLASTIC ATHLETICS**

**REGULATIONS OF THE COMMISSIONER OF EDUCATION
SECTION 135.4(c)(7)(ii)(c)**

	TEAMS PROVIDED IN A SPORT		
1. PANEL APPROVED SPORTS *	ONE TEAM FOR MALES	ONE TEAM FOR FEMALES	MALE & FEMALE TEAMS
a) Males on a female team	(Not applicable)	With approval of Supt. or Chief School Officer, Review Panel and Section. ** Subclause (2) & (4)	Not Permitted Subclause (3)
b) Females on a male team	With approval of the Review Panel Subclause (2)	(Not applicable)	With approval of Superintendent or Chief School Officer and Review Panel.** Subclause (2) and (3)
2. ALL OTHER SPORTS	ONE TEAM FOR MALES	ONE TEAM FOR FEMALES	MALE & FEMALE TEAMS
a) Male on a female team	(Not applicable)	With approval of Supt. or Chief School Officer and Section. Subclause (4)	Not Permitted Subclause (3)
b) Female on a male team	No approval required Permitted under Subclauses (1), (3) and (4)	(Not applicable)	With approval of Superintendent or Chief School Officer Subclause (3)

* Baseball/Softball, Basketball, Boxing, Field Hockey, Football, Ice Hockey, Lacrosse, Rugby, Soccer, Speedball, Team Handball, Power Volleyball (net height less than 8 feet) and Wrestling.

**This order of approvals is recommended so as to avoid the unnecessary formation of a review panel in cases where the superintendent or chief school officer does not wish to approve the student for mixed competition.

REVIEW PANEL PROCEDURES

Upon a request to the school authorities for a pupil to participate in mixed competition, as provided in the Regulations of the Commissioner of Education, a review panel shall be formed. The Director of Physical Education should coordinate the activities of the review panel. The information reported on the form, **ATHLETIC PROFILE FOR MIXED COMPETITION**, shall be used by the review panel in making a determination.

COMPLETING THE ATHLETIC PROFILE

Part I: School Information

- Fill in the information as indicated.

Review Panel

- A **school physician** and a **physical education teacher** (designated by the principal) shall serve on the review panel as school representatives. The parent(s) of the pupil shall also be given the option of having a **physician of choice** serve on the panel. If parent(s) elect not to have a physician on the panel and a disagreement on the determination of participation by the pupil develops, the parents should be so advised. If the parents still opt not to select a physician for the panel, it is recommended that the school principal appoint another physician so there are two physicians and a physical education teacher on the panel as intended by the regulation.
- The review panel should convene as soon as feasible in order to give the pupil a reasonable opportunity for an early try out for the team, if approved to do so.

Part II: Pupil Information

- The Director of Physical Education should be responsible for providing the panel with all available information.


Part III: Physical Education and Medical History

- The information on the physical education history of the pupil should be obtained from the physical education teachers who have had the pupil in classes.
- The school nurse should provide the information on the medical history of the pupil by reference to the available health records.

Part IV: Physical Data

- The school physician shall provide the information obtained as part of the normal health examination for participation in athletics.
- The developmental age or maturity level of the pupil can be established by using the Developmental Screening Procedures used in the Athletic Placement Process for Interscholastic programs (APP) (See February 2015 APP: <http://www.p12.nysed.gov/ciai/pe/documents/AthleticPlacementProcess2-11-15Revised.pdf>). Note: For modified students, please see Appendix B in the Mixed Competition Guidelines for recommended Tanner scores.
- A determination of general body type should be made by the physician during the health examination. Comments on joint structure would also be helpful.
- If the school physician determines during the health examination the pupil has a physical impairment which would make it unsafe for the pupil to participate in the sport, the review panel need not convene.

Part V: Athletic Performance Testing (Fitness)

- The Fitness Test scores used are taken from the President's Council Fitness test benchmarks at the 50th percentile for the National Physical Fitness Award Qualifying Standards. See: <https://www.presidentschallenge.org/challenge/physical/benchmarks.shtml> This test should be used as a means of assessing the student's fitness level.
 See: Appendix A in the Mixed Competition Guidelines.
- Scores achieved on this test shall be recorded on the profile form where indicated. The test should be administered by a physical education teacher.
- When reviewing the test scores, the panel needs to be made aware that the relative importance of the test item to the demands of the sport.
- When reviewing the test scores, the panel should refer to the standards related to the sex of the team and the level of play at which the pupil wishes to play.
- Please note that the President's Council Fitness Test scores are not intended as qualifying or disqualifying scores for mixed competition. The scores that appear in the chart are not absolute requirements for the panel to consider. The scores only provide a reference as to what could normally be found among the members of the team for that sex at that level of play. If the scores of the

pupil differ from the standards, the panel should assess the significance of that difference for the pupil being considered. The panel should also consider the strengths and abilities of the team in question.

Part VI: Panel Decision

- Once the panel has reached a decision, the pupil and his/her parents shall be so advised.
- A "YES" decision means the pupil may try out for the team. The coach will then apply the same try-out criteria used for all other pupils trying out for the team and determine whether or not the pupil may remain on the team..
- The panel decision applies only to the sport and season for which the application was made. Subsequent seasons or sports will require another review. Therefore, all students that have been previously approved to participate in a mixed competition situation must be re-approved each season for each sport in which he/she wishes to participate.

INDIVIDUAL ATHLETIC PROFILE FOR MIXED COMPETITION

PLEASE TYPE OR PRINT

PART I: School Information Date: _____

District _____ Superintendent _____

City _____ Director of P.E. _____

School Physician _____

Family Physician _____

Physical Education Teacher _____

PART II: Pupil Information

Previous mixed competition ___YES___NO
What sport and level? _____

Name _____

Age _____ Grade _____ Sport and level being requested? _____

PART III: Physical Education and Medical History

Is the pupil enrolled in regular physical education without restrictions?
___YES___NO If NO, Explain _____

History of conditions, injuries or illness that would be restricting?
___YES___NO If YES, Explain _____

PART IV: Physical Data

Weight _____lbs Height _____ Feet _____Inches Maturity Level (See

Appendix B) _____ Body Type (check) Mesomorph: _____ Endomorph:

_____ Ectomorph: _____ Comments:

PART V: Fitness Test Scores

Curl-Ups: _____ Upper Body (Pull-ups or Pushups) _____

Shuttle Run: _____ Flexibility: _____

Endurance:

1 mile run _____ Or 500 yard swim _____

PART VI: Panel Decision

Approved for try out: _____ YES _____ NO

Reason(s) _____

Panel Members:

School Physician (print or type name) _____

Signature _____

Physical Education Teacher (print or type name) _____

Signature _____

Family Physician (print or type name) _____
(or other appointee)

Signature _____

**FITNESS TEST FOR MIXED
COMPETITION**

Benchmarks as provided by the
Presidents Council Fitness Test at
the 50th percentile: See:
[https://www.presidentschallenge.org/
challenge/physical/benchmarks.shtml](https://www.presidentschallenge.org/challenge/physical/benchmarks.shtml)

The standards are based on the 50th percentile for a 13 year old (modified), 15 year old (freshman/JV), and a 16 year old (Varsity).

Gender	Level	Curl-Ups	Shuttle Run	Choose one ¹	St and Reach	1 mile walk/run	Choose one ²	Right Angle Push-Ups
				V-sit or			Pull-Ups or	
Male	Modified	42	10.2	+0.5	26	8:06	3	24
	Fresh/ JV	45	9.7	+2.0	30	7:30	6	30
	Varsity	45	9.4	+3.0	30	7:10	7	30
Female	Modified	37	11.1	+3.5	31	10:23	1	11
	Fresh/ JV	36	11.0	+5.0	36	9:58	1	15
	Varsity	35	10.9	+5.5	34	10:31	1	12

SWIMMING

The swimming endurance component of the physical fitness test allows the athlete to choose which endurance test he/she prefers. It will be necessary to choose one: either the one mile run or the 500 yard swim.

SWIMMING TIMES REQUIRED FOR 500 YARD SWIM

BOYS

LEVEL	500 Yard Swim Time (min:sec)
Modified	9:15
Freshman	9:00
Junior Varsity	8:45
Varsity	8:30

GIRLS

LEVEL	500 Yard Swim Time (min:sec)
Modified	10:00
Freshman	9:45
Junior Varsity	9:30
Varsity	9:00

¹ Flexibility can be measured by performing the V-sit Reach or the Sit and Reach

² Upper body strength can be measured by performing pull-ups, or right angle push-ups.

PHYSICAL MATURITY CHART

Recommended Tanner Scores for the Athletic Placement Process

* Modified levels are used for mixed gender competition only

Approved Sports	MALES				FEMALES			
	Modified*	Freshman	JV	Varsity	Modified*	Freshman	JV	Varsity
Archery	1	2	2	2	1	2	2	2
Badminton	1	2	3	4	1	2	3	4
Baseball	2	3	4	5	2	4	5	5
Basketball	2	3	4	5	2	4	5	5
Bowling	1	2	2	2	1	2	2	2
Competitive Cheerleading	2	3	4	5	2	4	5	5
Cross-Country	2	3	4	5	2	4	5	5
Fencing	1	2	3	4	1	2	3	4
Field Hockey	2	3	4	5	2	4	5	5
Football	2	3	4	5	2	4	5	5
Golf	1	2	2	2	1	2	2	2
Gymnastics	2	3	4	5	2	4	5	5
Ice Hockey	2	3	4	5	2	4	5	5
Lacrosse	2	3	4	5	2	4	5	5
Rifle	1	2	2	2	1	2	2	2
Skiing	2	3	4	5	2	4	5	5
Soccer	2	3	4	5	2	4	5	5
Softball	2	3	4	5	2	4	5	5
Swim/Diving	2	3	4	5	2	4	5	5
Tennis	2	3	4	5	2	4	5	5
Track & Field	2	3	4	5	2	4	5	5
Volleyball	2	3	4	5	2	4	5	5
Wrestling	2	3	4	5	2	4	5	5

HEALTH APPRAISAL FORM

Name: _____ Date of Birth: _____

School: _____ Gender: M F Grade: _____

IMMUNIZATIONS / HEALTH HISTORY

- | | | |
|---|---|-------------|
| <input type="checkbox"/> Immunization record attached | Sickle Cell Screen: <input type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Not done | Date: _____ |
| <input type="checkbox"/> No immunizations given today | PPD: <input type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Not done | Date: _____ |
| <input type="checkbox"/> Immunizations given since last Health Appraisal: | Elevated Lead <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not done | Date: _____ |
| | Dental Referral <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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: _____ Weight Status Category (BMI Percentile): <input type="checkbox"/> Less than 5 th <input type="checkbox"/> 5 th through 49 th <input type="checkbox"/> 50 th through 84 th <input type="checkbox"/> 85 th through 94 th <input type="checkbox"/> 95 th through 98 th <input type="checkbox"/> 99 th or higher	Vision—without glasses/contact lenses	R	L	
	Vision—with glasses/contact lenses	R	L	
	Vision—Near Point	R	L	
	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 of form

Name: _____ Dosage / Time: _____

Name: _____ Dosage / Time: _____

If AM does 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 in the morning medication has not been given.

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

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

___ Limited contact: cheerlead, gymnastics, ski, volleyball, cross-country, handball, fence, baseball, floor hockey, softball

___ Non-contact: badminton, bowl, golf, swim, table tennis, tennis, archery, riflery, weight train, crew, 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 Sport goggles / impact resistant eyewear Other: _____

Provider's Signature: _____ Phone: _____

Provider's Name/Address: _____ Fax: _____

Parent's Signature: _____ Date: _____

Please place Provider's Stamp here:

Activity Permission and Release Form

Student Name _____ Due Date of this form _____
 Group/Class _____ Advisor _____
 Activity _____ Date of Activity _____
 Time(s) of Activity _____ Location _____

STUDENT: 1) Please read carefully. 2) Fill out the appropriate sections. 3) Get teachers input before parent signature is requested. 4) Get your parent/guardian signature. 5) Sign this form below.

Failure to fully complete this form by the due date may mean you will not be allowed to attend event.

Teacher Input

Period	Course	Recommend Approval	Recommend Disapproval	Reasons
1				
2				
3				
4				
5				
6				
7				
8				
9				

Note: The student realizes and agrees that he/she must arrange to make up any missed work.

PARENT: I give my son/daughter permission to participate in the above listed activity and in so doing release the Baldwinsville Schools and its employees from any and all liability for any injury suffered by the student, except for willful negligence on the part of the district and its employees.

Parent/Guardian Signature

Date

Applicable only if any teacher(s) recommend disapproval: PARENT: Even though my child's teacher(s) feel it is not educationally sound for him/her to miss class, I still feel that this activity is justifiable for my child and give my permission for he/she to attend.

Parent/Guardian Signature

Date

STUDENT: I acknowledge that I understand the school rules outlined in the student handbook, and agree to abide by these rules. I also understand I must arrange to make up all missed class work.

Student Signature

Date

Appendix #20

**ATHLETIC PLACEMENT PROCESS
FOR
INTERSCHOOL ATHLETIC PROGRAMS**



The University of the State of New York
The New York State Education Department
Office of Curriculum and Instruction
Albany, New York 12234
February 2015



BALDWINVILLE CENTRAL SCHOOL DISTRICT

Mr. Matthew McDonald, Superintendent of Schools
29 East Oneida Street
Baldwinsville, New York 13027

315-638-6043 (Office)
315-638-6041 (Fax)

Mr. Christopher Campolieta
Director of Athletics, P.E. & Health

315-638-6053 (Office)
315-635-2197 (Fax)

ATHLETIC PLACEMENT PROCESS PARENT/GUARDIAN PERMISSION (Page 1 of 2)

Dear Parent/Guardian:

There is a New York State Education Department (NYSED) program that permits physically and emotionally appropriate students to try out for an athletic team that is outside of their grade placement. It is called the Athletic Placement Process (APP). Your child (name): _____ may be eligible to participate in the sport of _____ outside of his or her normal grade level. In order to establish the appropriate eligibility, we must have your permission to begin the APP.

This evaluation is a comprehensive evaluation of your child's emotional and physical maturity (including height and weight); as well as athletic abilities, physical fitness, and sport-specific athletic skill in relationship to other student athletes at that level.

Medical approval is based on a review of the Tanner score indicated by your own medical provider and/or comparison of your child's size with the average player on the team he/she is invited to try out for. Upon passing the medical clearance, the student may proceed to the physical fitness and skill assessments. Students must pass all levels in order to meet the requirements of the APP.

If your child successfully meets the requirements of the APP, he/she will be allowed to try out for competitive high school athletics during 7th and/or 8th grade(s), or compete at the modified level if in grades 9-12. Under normal circumstances, a student is eligible for senior high school athletic competition in a sport for only four consecutive seasons, beginning with the student's entry into the ninth grade. However, by meeting the Athletic Placement Process requirements established by NYSED, your child's eligibility can be extended to permit:

- a) participation during five consecutive seasons in the approved sport after entry into the eighth grade; or
- b) participation during six consecutive seasons in the approved sport after entry into the seventh grade.

It is important for you and your child to understand that, once the requirements are met and if he/she is accepted as a member of the team, he/she cannot return to a lower-level team (modified) in that sport in that season. Remember, at the higher level of play your child will be exposed to the social atmosphere that is common among older students in a high school environment. Therefore, it is important to take into account your child's ability to handle the additional demands.

Please feel free to contact me regarding this program or to discuss any aspect of your child's athletic placement. If you agree to allow your child's participation in this program, please sign and return the parental permission form to my office.

Sincerely,

Christopher M. Campolieta
Director of Health, Physical Education and Athletics

BALDWINVILLE CENTRAL SCHOOL DISTRICT

Mr. Matthew McDonald, Superintendent of Schools
29 East Oneida Street
Baldwinsville, New York 13027

315-638-6043 (Office)
315-638-6041 (Fax)

Mr. Christopher Campolieta
Director of Athletics, P.E. & Health

315-638-6053 (Office)
315-635-2197 (Fax)

ATHLETIC PLACEMENT PROCESS PARENT/GUARDIAN PERMISSION (Page 2 of 2)

PARENT/GUARDIAN STATEMENT I have read the attached letter and I understand the purpose and eligibility implications of the Athletic Placement Process.

My son/daughter (name): _____ has my permission to undergo the evaluation process and to participate in this program. Upon passing the medical clearance, he/she may proceed to the physical fitness and skill assessments. I understand that passing the evaluation process does not guarantee my child a position on a team, but only permits them to try out.

Parent/Guardian Signature

Date

DISTRICT PHYSICIAN, SCHOOL NURSE SUPERVISOR or DESIGNEE

ATHLETIC PLACEMENT PROCESS CHECKLIST

STUDENT NAME: _____ GRADE: _____

MEDICAL APPROVAL

- Physical Maturity Form sent to Dir. PE/ATH

DATE _____

MEDICAL DENIAL

- Physical Maturity Form sent to Dir. PE/ATH

DATE _____



ATHLETIC PLACEMENT PROCESS

COACH'S SPORT SKILL EVALUATION

Page 1 of 2

INSTRUCTIONS FOR THE COACH

Coach _____ Sport & Level _____ / _____

Student's Name _____ Gender: M F Age _____

The above-named student has requested evaluation through the Athletic Placement Process. As the coach of the team for which they want to try out, your complete assessment of his/her skill level is an important factor in this process. Please complete and return this form as soon as possible to the Director of Physical Education and /or Athletic Director.

NOTE:

The number of students who are allowed to compete outside of their grade levels should be few and far between. The program is intended only for the athlete who has the physical maturity, physical fitness, and sport skills to be placed with other athletes outside of his/her grade level. Abuses in the program by decision makers who seek to satisfy the needs of the team, rather than considering the well-being of the student cannot be condoned. There are many potential physical and social/emotional pitfalls that must be avoided, and once a student is elevated, the decision is irreversible. Please keep in mind that, until you are notified by the director of physical education's office that the student has successfully completed the entire Interscholastic Athletic Placement Process, that student may not attend any practices.

If you are familiar with the candidate, please write an evaluation of his/her skill level on the back of this sheet. Supporting information would be helpful in determining proper placement, so be specific. If you are not familiar with the candidate, you may wish to contact his/her former coaches for further assessment and/or schedule time to observe the student in a physical education class.

Which level team is the student trying out for?

Modified Freshman Junior Varsity Varsity

Which level of play would you recommend for this student?

Modified Freshman Junior Varsity Varsity

Compare this student's skills relative to other members of the team that the student is trying out for.

Below Average Average Above Average Superior

What percentage of playing time would you estimate he/she would receive at that level?

_____ %

ATHLETIC PLACEMENT PROCESS

PHYSICAL MATURITY FORM

THIS SECTION TO BE COMPLETED BY THE DIRECTOR OF PHYSICAL EDUCATION AND/OR ATHLETIC DIRECTOR:

Student's Name _____ Grade _____

Home Address _____

Date of Birth ____ / ____ / ____ Age _____ Gender: Male Female

Parental/Guardian Permission Form Received: Yes Date Received _____

Desired Level: Varsity Jr. Varsity Frosh Modified

Desired Sport: _____ *Recommended Tanner Rating for this sport and level _____ * See Appendix H

SCREENING PROCEDURES- THIS SECTION TO BE COMPLETED BY THE DISTRICT PHYSICIAN, SCHOOL NURSE SUPERVISOR, OR DESIGNEE

A. TANNER SCORE AND HEIGHT/WEIGHT ASSESSMENT COMPLETED BY:

Private Medical Provider

EXAM DATE: _____

PROVIDER NAME _____

CIRCLE THE CURRENT DEVELOPMENTAL STAGE OF THE STUDENT, USING THE TANNER SCALE:-

1 2 3 4 5

B. ALTERNATIVE TO TANNER EXAMINATION FOR FEMALES ONLY:

Onset of Menarche = Tanner Stage 5

C. HEIGHT _____ WEIGHT _____

D. CHECK APPROPRIATE BOXES BELOW AND RETURN FORM TO THE DIRECTOR OF PHYSICAL EDUCATION/ATHLETICS. (See Appendix H)

Student is cleared not cleared for the sport of: _____

at the following level: Modified Freshman Junior Varsity Varsity

SIGNED _____ DATE ____ / ____ / ____

District Physician, School Nurse Supervisor or Designee

ATHLETIC PLACEMENT PROCESS

PHYSICAL FITNESS TESTING: SCORE FORM

INSTRUCTIONS FOR THE TESTER

The student listed below has been approved to take the Physical Fitness Test. Please proceed with the testing as described in the Physical Fitness Test Descriptions & Directions in Appendix I of this document

1. Read the instructions for administering the five items carefully. **If you are the coach of the sport that the athlete wants to participate in, you may not be the tester.** Notify the Director of Physical Education and/or Athletic Director that a new tester must be assigned.
2. The test can be given in any time frame and in any order. Any of the five items may be retested up to the number of times defined by your APP district policy. Only the best scores should be recorded. *For Swimming see, Appendix J page 2, for an alternative portion of the fitness test. For bowling and golf, students are not required to complete a physical fitness test.*
3. Encourage the student to do his/her best on each test item. Before commencing with the test, inform the student of the minimum qualification requirement for each component. **They MUST score in the 85th percentile for their age.**
4. Return this score sheet to the Physical Education and/or Athletic Director's office as soon as the test is completed.

PHYSICAL FITNESS TEST SCORES:

Student's Name _____ Gender: M F Age _____

Desired Sport _____ Desired Level _____

Test Administered By _____ Date _____

SHUTTLE RUN (nearest tenth) 1/10 seconds _____

V-SIT REACH
Or SIT & REACH (feet and inches to nearest inch) _____

PULL UPS (# completed)
Or RIGHT ANGLE PUSH UPS (# completed every 3 seconds) _____

STOMACH CURLS (one for each completed movement) number _____

ONE MILE RUN/500 YARD SWIM (minutes and nearest second) _____

Final Assessment: Student passed did not pass at or better than the 85th percentile

Signature _____ Date _____

ATHLETIC PLACEMENT PROCESS

PHYSICAL FITNESS TEST: INSTRUCTIONS

Curl-ups

This activity measures abdominal strength and endurance.

Curl-ups Testing

Here's what you do:

- Have the student lie on a cushioned, clean surface with knees flexed and feet about 12 inches from buttocks. A partner holds the feet.
- Make sure the arms are crossed with hands placed on opposite shoulders and elbows held close to chest.
- Keeping this arm position, the student raises the trunk, curling up to touch elbows to thighs, and then lowers the back to the floor so that the scapulas (shoulder blades) touch the floor, for one curl-up.
- To start, a timer calls out the signal "Ready? Go!" and begins timing the student for one minute. The student stops on the word "Stop."

Curl-ups Tip

Instruct helpers to count aloud the number of repetitions.

Curl-ups Scoring

"Bouncing" off the floor is not permitted. The curl-up should be counted only if performed correctly.

Shuttle Run

This activity measures speed and agility.

Testing

Here's what you do:

- Mark two parallel lines 30 feet apart and place two blocks of wood or similar objects behind one of the lines.
- Student starts behind the opposite line. On the signal "Ready? Go!" the student runs to the blocks, picks one up, runs back to the starting line, places the block behind the line, runs back and picks up the second block, and runs back across the starting line.

Tips

Be sure the participants understand the importance of running through the finish line. Participants should perform this activity on a gym floor or other appropriate surface.

Scoring

Blocks should not be thrown across the lines. Scores are recorded to the nearest tenth of a second.

One Mile Run/Walk

This activity measures heart/lung endurance.

Testing

Here's what you do:

- On a safe, one-mile distance, students begin running on the count "Ready? Go!"
- Walking may be interspersed with running: However, the students should be encouraged to cover the distance in as short a time as possible.

Tips

Use a large enough running area so that no more than eight laps are necessary to complete a mile. Help participants learn proper pacing for the mile by having them run at the mile pace for short distances during warm-up time.

Scoring

Always review students' health status before administering this test. Give students ample instruction on how to pace themselves. Allow them to practice running this distance against time, as well as sufficient time for warming up and cooling down before and after the test. Times are recorded in minutes and seconds.

Pull-ups

This activity measures upper body strength and endurance.

Pull-ups Testing

Here's what you do:

- The student hangs from a horizontal bar at a height the student can hang from with arms fully extended and feet free from the floor, using either an overhand grip (palms facing away from body) or underhand grip (palms facing toward body). Small students may be lifted to the starting position.
- The student raises his/her body until chin clears the bar and then lowers his/her body to the full-hang starting position. The student performs as many correct pull-ups as possible.

Pull-ups Tips

Spend as little time hanging from the bar beforehand as possible because the extra time on the bar may reduce the number of pull-ups performed. Discourage any leg kicking or body swinging, as this may also decrease the number of repetitions.

Pull-ups Scoring

- You'll need a specially constructed box with a measuring scale marked in centimeters, with 23 centimeters at the level of the feet.
- The student removes shoes and sits on floor with knees fully extended, feet shoulder-width apart and soles of the feet held flat against the end of the box.
- With hands on top of each other, palms down, and legs held flat, student reaches along the measuring line as far as possible. After three practice reaches, the fourth reach is held while the distance is recorded.

Sit and Reach Tip

Participants are most flexible after a warm-up run. Best results may occur immediately after performing the endurance run.

Sit and Reach Rules

Legs must remain straight, soles of feet against box, and fingertips of both hands should reach evenly along the measuring line. Scores are recorded to the nearest centimeter.

ATHLETIC PLACEMENT PROCESS

Physical Fitness: Scores
Required for the Athletic Placement Process

SEX	AGE	Curl-Ups # in one minute	Shuttle Run in seconds	Choose one		1 Mile- Walk/Run min/sec*	Pull-Ups # completed	Right Angle Push-ups # every 3 sec.
				V-sit Reach in inches	Sit & Reach in centimeters			
Males	11	47	10.0	4.0	31	7:32	6	26
	12	50	9.8	4.0	31	7:11	7	30
	13	53	9.5	3.5	31	6:50	7	35
	14	56	9.1	4.5	33	6:26	10	37
	15	57	9.0	5.0	36	6:20	11	40
Females	11	42	10.5	6.5	34	9:02	3	19
	12	45	10.4	7.0	36	8:23	2	20
	13	46	10.2	7.0	38	8:13	2	21
	14	47	10.1	8.0	40	7:59	2	20
	15	48	10.0	8.0	43	8:08	2	20

*For swimming, see next page for alternative 500 yard swim scores.

¹ Upper body strength can be measured by performing pull-ups, or right angle push-ups.
² Flexibility can be measured by performing the V-sit Reach or the Sit and Reach

ATHLETIC PLACEMENT PROCESS

SPECIAL TRY-OUT PROCESSES

BOWLING

Any 7th or 8th grade student may be given the opportunity to try out for a junior varsity or varsity bowling team. At the completion of the try-out sessions, which must include nine games bowled over a three-day period, if the individual's bowling average puts him/her in the top eight of your bowlers, he/she is eligible for the team.

GOLF

Any 7th or 8th grade student may be given the opportunity to try out for a junior varsity or varsity golf team. At the completion of the tryout sessions, which must include 18 holes golfed over a three-day period (the first three days of the individual's tryout when the course is accessible), if the individual's golf average puts him/her in the top 8 of your golfers, he/she is eligible for the team.

ATHLETIC PLACEMENT PROCESS

Physical Fitness Scores
Required for the Athletic Placement Process

SWIMMING

The swimming endurance component of the physical fitness test allows the athlete to choose which endurance test he/she prefers. It will be necessary to choose one: either the one mile run (see Appendix J) or the 500 yard swim.

SWIMMING TIMES REQUIRED FOR 500 YARD SWIM

BOYS

LEVEL	500 Yard Swim Time (min:sec)
Modified	9:15
Freshman	9:00
Junior Varsity	8:45
Varsity	8:30

GIRLS

LEVEL	500 Yard Swim Time (min:sec)
Modified	10:00
Freshman	9:45
Junior Varsity	9:30
Varsity	9:00

ATHLETIC PLACEMENT PROCESS

PHYSICAL MATURITY CHART

Recommended Tanner Scores for the Athletic Placement Process

Approved Sports	MALES			FEMALES		
	Freshman	JV	Varsity	Freshman	JV	Varsity
Archery	2	2	2	2	2	2
Badminton	2	3	4	2	3	4
Baseball	3	4	5	4	5	5
Basketball	3	4	5	4	5	5
Bowling	2	2	2	2	2	2
Competitive Cheerleading	3	4	5	4	5	5
Cross-Country	3	4	5	4	5	5
Fencing	2	3	4	2	3	4
Field Hockey	3	4	5	4	5	5
Football	3	4	5	4	5	5
Golf	2	2	2	2	2	2
Gymnastics	3	4	5	4	5	5
Ice Hockey	3	4	5	4	5	5
Lacrosse	3	4	5	4	5	5
Rifle	2	2	2	2	2	2
Skiing	3	4	5	4	5	5
Soccer	3	4	5	4	5	5
Softball	3	4	5	4	5	5
Swim/Diving	3	4	5	4	5	5
Tennis	3	4	5	4	5	5
Track & Field	3	4	5	4	5	5
Volleyball	3	4	5	4	5	5
Wrestling	3	4	5	4	5	5



Appendix #21

**REGULATIONS OF THE COMMISSIONER OF EDUCATION
ON
MIXED COMPETITION**

Section 135.4 (c) (7) (ii) (c)

(c) Male and female pupils on interschool athletic teams.

- (1) Equal opportunity to participate in interschool competition, either on separate teams or in mixed competition on the same team, shall be provided to male and female students, except as hereinafter provided. In schools that do not provide separate competition for male and female students in a specific sport, no student shall be excluded from such competition solely by reason of sex except in accordance with the provisions of subclauses (2) and (4) of this clause. For the purpose of this clause, baseball and softball shall be considered to constitute a single sport.
- (2) In the sports of baseball, basketball, boxing, field hockey, football, ice hockey, lacrosse, rugby, soccer, softball, speedball, team handball, power volleyball where the height of the net is set at less than eight feet, and wrestling, the fitness of given student to participate in mixed competition shall be determined by a review panel consisting of the school physician, a physical education teacher designated by the principal of the school, and if requested by the parents of the pupil, a physician selected by such parents. Such panel shall make its determination by majority vote of the members, and in accordance with standards and criteria issued by the department.
- (3) Where a school provides separate competition for male and female pupils in interschool athletic competition in a specific sport, the superintendent of schools, or in the case of a nonpublic school or school system which elects to be governed by this clause, the chief executive officer of the school or school system, may permit a female or females to participate on a team organized for males. However, where separate competition is provided, males may not participate on teams organized for females.
- (4) Where a school does not provide separate competition for male and female pupils in interschool athletic competition in a specific sport, the superintendent of schools, or in the case of a nonpublic school or school system which elects to be governed by this clause, the chief executive officer of the school or school system, or the section may decline to permit a male or males to participate on a team organized for females upon a finding that such participation would have a significant adverse effect upon the opportunity of females to participate successfully in interschool competition in that sport.

GUIDELINES FOR MIXED COMPETITION ON INTERSCHOLASTIC ATHLETIC TEAMS

These guidelines are issued to assist schools in the implementation of Section 135.4(c)(7)(ii)(c) of the Regulations of the Commissioner of Education which govern interscholastic competition involving members of both sexes on a single school team. The following general information should be noted by the school personnel who are responsible for the implementation of the Regulations:

- The **purpose of the regulation** is to preserve the health and safety of students while assuring that students of both sexes have opportunity to participate successfully in interschool competition. Athletic opportunity in mixed competition is allowed under the conditions set forth in the regulations for specific sports identified in subclause (2) of section 135.4(c)(7)(ii)(c), as well as all other sports not so identified.
- The regulation provides for students involved in mixed competition to be placed on teams at appropriate levels of competition based upon the individual's medical history, maturity, physical data, fitness scores and skills. The guidelines are to be used for both junior high school and senior high school programs.
- If a **team is organized primarily for one sex** and members of the opposite sex are also members, the team should continue to be classified as either a male or female.
- If a team was formed **originally for one sex** but is composed of a significant number of pupils of the opposite sex, it is recommended that separate teams be formed for that sport. This would allow for the greatest number of students to participate and not limit opportunities for or have a disproportionate effect on any one sex.
- When there are **separate teams for each sex** in a specific sport, a male may not try out for a females' team. However, the superintendent of schools may permit a female to try out for a male team, except that competition in the sports identified in subclause (2) of the regulation is subject to the review and approval of a panel. Where separate teams are provided, a female who wishes to try out for a male team in these sports must have the approval of the superintendent and the review panel. This type of crossover should be based upon that female's athletic ability to compete successfully.
- The sport of boxing is identified in the regulation because it appears in the Title IX Federal Regulations. It is not an indication that the State Education Department considers boxing a desirable sport for secondary students.
- Mixed competition in a sport identified in subclause (2) is subject to **review and approval by a panel**. This panel must include the school physician and a physical education teacher appointed by the principal and may include a

physician chosen by the student's parent(s). This panel is responsible for determining the readiness of the student in terms of medical health, maturity, fitness and skill of the individual in relationship to other members of the team. The intent of the regulation is to match the student's readiness with an appropriate placement, as well as to provide the pupil with a successful competitive opportunity. When the physical abilities of the individual are deemed by the panel to be short of or exceed the physical abilities of other team members, thereby creating a hazardous condition or unfair advantage for that student or other members of the team, denial of participation would be appropriate.

- These procedures apply only to a student's eligibility to try out for a team of the opposite sex. The coach must decide if the pupil is to remain on the team or be dropped from the team in the same manner as all other pupils trying out for the team. If a coach has a "no cut" policy, the student of the opposite sex must be allowed to remain on the team the same as other students.

The following chart indicates which regulatory provisions apply to specific sport and program offerings:

**GUIDE TO MIXED COMPETITION
APPROVAL FOR INTERSCHOLASTIC ATHLETICS**

**REGULATIONS OF THE COMMISSIONER OF EDUCATION
SECTION 135.4(c)(7)(ii)(c)**

TEAMS PROVIDED IN A SPORT			
1. PANEL APPROVED SPORTS *	ONE TEAM FOR MALES	ONE TEAM FOR FEMALES	MALE & FEMALE TEAMS
a) Males on a female team	(Not applicable)	With approval of Supt. or Chief School Officer, Review Panel and Section. ** Subclause (2) & (4)	Not Permitted Subclause (3)
b) Females on a male team	With approval of the Review Panel Subclause (2)	(Not applicable)	With approval of Superintendent or Chief School Officer and Review Panel.** Subclause (2) and (3)
2. ALL OTHER SPORTS	ONE TEAM FOR MALES	ONE TEAM FOR FEMALES	MALE & FEMALE TEAMS
a) Male on a female team	(Not applicable)	With approval of Supt. or Chief School Officer and Section. Subclause (4)	Not Permitted Subclause (3)
b) Female on a male team	No approval required Permitted under Subclauses (1), (3) and (4)	(Not applicable)	With approval of Superintendent or Chief School Officer Subclause (3)

* Baseball/Softball, Basketball, Boxing, Field Hockey, Football, Ice Hockey, Lacrosse, Rugby, Soccer, Speedball, Team Handball, Power Volleyball (net height less than 8 feet) and Wrestling.

**This order of approvals is recommended so as to avoid the unnecessary formation of a review panel in cases where the superintendent or chief school officer does not wish to approve the student for mixed competition.

REVIEW PANEL PROCEDURES

Upon a request to the school authorities for a pupil to participate in mixed competition, as provided in the Regulations of the Commissioner of Education, a review panel shall be formed. The Director of Physical Education should coordinate the activities of the review panel. The information reported on the form, **ATHLETIC PROFILE FOR MIXED COMPETITION**, shall be used by the review panel in making a determination.

COMPLETING THE ATHLETIC PROFILE

Part I: School Information

- Fill in the information as indicated.

Review Panel

- A **school physician** and a **physical education teacher** (designated by the principal) shall serve on the review panel as school representatives. The parent(s) of the pupil shall also be given the option of having a **physician of choice** serve on the panel. If parent(s) elect not to have a physician on the panel and a disagreement on the determination of participation by the pupil develops, the parents should be so advised. If the parents still opt not to select a physician for the panel, it is recommended that the school principal appoint another physician so there are two physicians and a physical education teacher on the panel as intended by the regulation.
- The review panel should convene as soon as feasible in order to give the pupil a reasonable opportunity for an early try out for the team, if approved to do so.

Part II: Pupil Information

- The Director of Physical Education should be responsible for providing the panel with all available information.


Part III: Physical Education and Medical History

- The information on the physical education history of the pupil should be obtained from the physical education teachers who have had the pupil in classes.
- The school nurse should provide the information on the medical history of the pupil by reference to the available health records.

Part IV: Physical Data

- The school physician shall provide the information obtained as part of the normal health examination for participation in athletics.
- The developmental age or maturity level of the pupil can be established by using the Developmental Screening Procedures used in the Athletic Placement Process for Interscholastic programs (APP) (See February 2015 APP: <http://www.p12.nysed.gov/ciai/pe/documents/AthleticPlacementProcess2-11-15Revised.pdf>). Note: For modified students, please see Appendix B in the Mixed Competition Guidelines for recommended Tanner scores.
- A determination of general body type should be made by the physician during the health examination. Comments on joint structure would also be helpful.
- If the school physician determines during the health examination the pupil has a physical impairment which would make it unsafe for the pupil to participate in the sport, the review panel need not convene.

Part V: Athletic Performance Testing (Fitness)

- The Fitness Test scores used are taken from the President's Council Fitness test benchmarks at the 50th percentile for the National Physical Fitness Award Qualifying Standards. See: <https://www.presidentschallenge.org/challenge/physical/benchmarks.shtml> This test should be used as a means of assessing the student's fitness level.
 See: Appendix A in the Mixed Competition Guidelines.
- Scores achieved on this test shall be recorded on the profile form where indicated. The test should be administered by a physical education teacher.
- When reviewing the test scores, the panel needs to be made aware that the relative importance of the test item to the demands of the sport.
- When reviewing the test scores, the panel should refer to the standards related to the sex of the team and the level of play at which the pupil wishes to play.
- Please note that the President's Council Fitness Test scores are not intended as qualifying or disqualifying scores for mixed competition. The scores that appear in the chart are not absolute requirements for the panel to consider. The scores only provide a reference as to what could normally be found among the members of the team for that sex at that level of play. If the scores of the

pupil differ from the standards, the panel should assess the significance of that difference for the pupil being considered. The panel should also consider the strengths and abilities of the team in question.

Part VI: Panel Decision

- Once the panel has reached a decision, the pupil and his/her parents shall be so advised.
- A "YES" decision means the pupil may try out for the team. The coach will then apply the same try-out criteria used for all other pupils trying out for the team and determine whether or not the pupil may remain on the team..
- The panel decision applies only to the sport and season for which the application was made. Subsequent seasons or sports will require another review. Therefore, all students that have been previously approved to participate in a mixed competition situation must be re-approved each season for each sport in which he/she wishes to participate.

INDIVIDUAL ATHLETIC PROFILE FOR MIXED COMPETITION

PLEASE TYPE OR PRINT

PART I: School Information Date: _____
District _____ Superintendent _____
City _____ Director of P.E. _____
School Physician _____
Family Physician _____
Physical Education Teacher _____

PART II: Pupil Information
Previous mixed competition ___ YES ___ NO
Name _____ What sport and level? _____
Age _____ Grade _____ Sport and level being requested? _____

PART III: Physical Education and Medical History
Is the pupil enrolled in regular physical education without restrictions?
___ YES ___ NO If NO, Explain _____
History of conditions, injuries or illness that would be restricting?
___ YES ___ NO If YES, Explain _____

PART IV: Physical Data
Weight _____ lbs Height _____ Feet _____ Inches Maturity Level (See
Appendix B) _____ Body Type (check) Mesomorph: _____ Endomorph:
_____ Ectomorph: _____ Comments:

PART V: Fitness Test Scores

Curl-Ups: _____ Upper Body (Pull-ups or Pushups) _____

Shuttle Run: _____ Flexibility: _____

Endurance:

1 mile run _____ Or 500 yard swim _____

PART VI: Panel Decision

Approved for try out: _____ YES _____ NO

Reason(s) _____

Panel Members:

School Physician (print or type name) _____

Signature _____

Physical Education Teacher (print or type name) _____

Signature _____

Family Physician (print or type name) _____
(or other appointee)

Signature _____

**FITNESS TEST FOR MIXED
COMPETITION**

Benchmarks as provided by the
Presidents Council Fitness Test at
the 50th percentile: See:
[https://www.presidentschallenge.org/
challenge/physical/benchmarks.shtml](https://www.presidentschallenge.org/challenge/physical/benchmarks.shtml)

The standards are based on the 50th percentile for a 13 year old (modified), 15 year old (freshman/JV), and a 16 year old (Varsity).

Gender	Level	Curl-Ups	Shuttle Run	Choose one ¹	St and Reach	1 mile walk/run	Choose one ²	Right Angle Push-Ups
				V-sit or			Pull-Ups or	
Male	Modified	42	10.2	+0.5	26	8:06	3	24
	Fresh/JV	45	9.7	+2.0	30	7:30	6	30
	Varsity	45	9.4	+3.0	30	7:10	7	30
Female	Modified	37	11.1	+3.5	31	10:23	1	11
	Fresh/JV	36	11.0	+5.0	36	9:58	1	15
	Varsity	35	10.9	+5.5	34	10:31	1	12

SWIMMING

The swimming endurance component of the physical fitness test allows the athlete to choose which endurance test he/she prefers. It will be necessary to choose one: either the one mile run or the 500 yard swim.

SWIMMING TIMES REQUIRED FOR 500 YARD SWIM

BOYS

LEVEL	500 Yard Swim Time (min:sec)
Modified	9:15
Freshman	9:00
Junior Varsity	8:45
Varsity	8:30

GIRLS

LEVEL	500 Yard Swim Time (min:sec)
Modified	10:00
Freshman	9:45
Junior Varsity	9:30
Varsity	9:00

¹ Flexibility can be measured by performing the V-sit Reach or the Sit and Reach

² Upper body strength can be measured by performing pull-ups, or right angle push-ups.

PHYSICAL MATURITY CHART

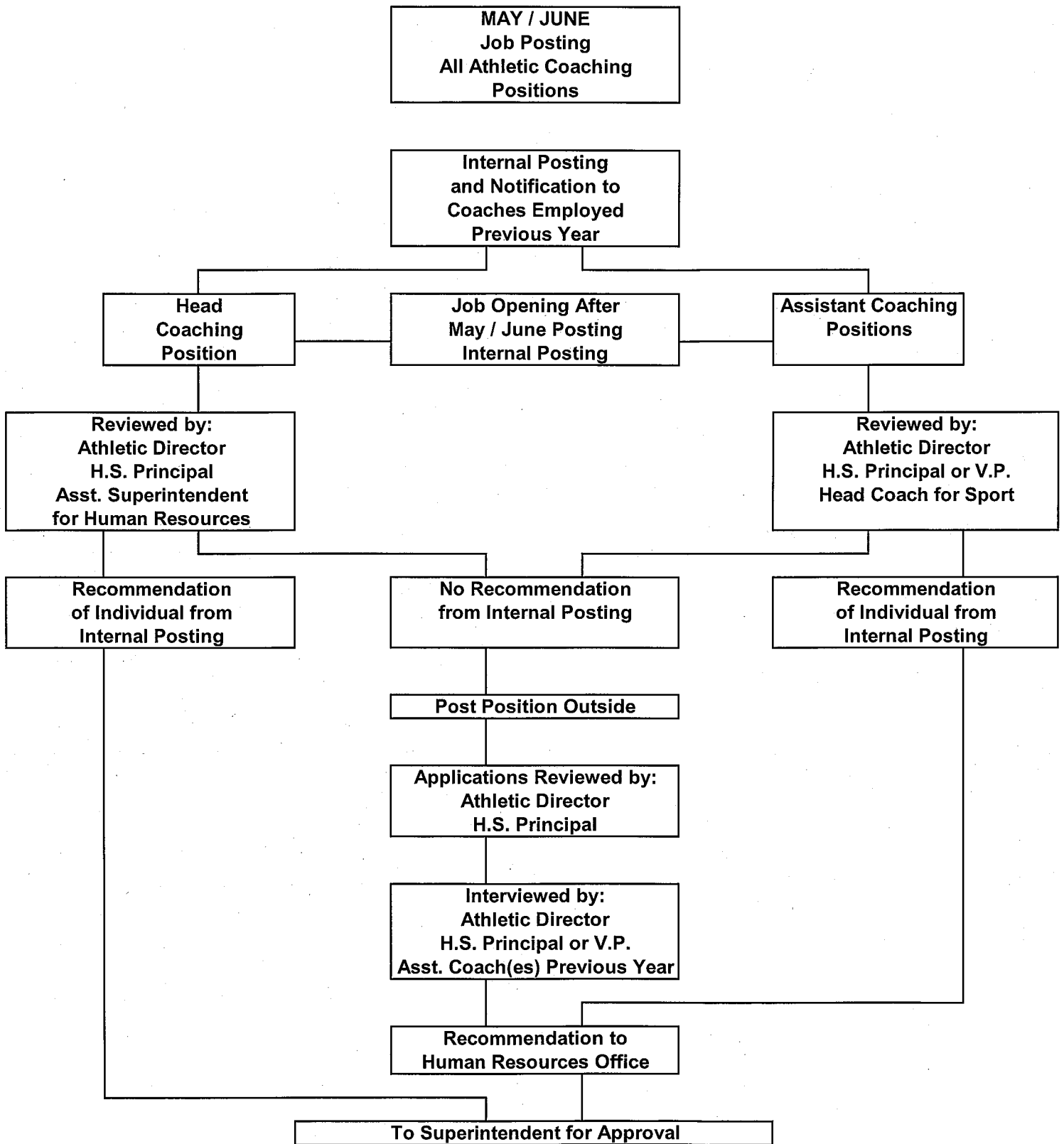
Recommended Tanner Scores for the Athletic Placement Process

* Modified levels are used for mixed gender competition only

Approved Sports	MALES				FEMALES			
	Modified*	Freshman	JV	Varsity	Modified*	Freshman	JV	Varsity
Archery	1	2	2	2	1	2	2	2
Badminton	1	2	3	4	1	2	3	4
Baseball	2	3	4	5	2	4	5	5
Basketball	2	3	4	5	2	4	5	5
Bowling	1	2	2	2	1	2	2	2
Competitive Cheerleading	2	3	4	5	2	4	5	5
Cross-Country	2	3	4	5	2	4	5	5
Fencing	1	2	3	4	1	2	3	4
Field Hockey	2	3	4	5	2	4	5	5
Football	2	3	4	5	2	4	5	5
Golf	1	2	2	2	1	2	2	2
Gymnastics	2	3	4	5	2	4	5	5
Ice Hockey	2	3	4	5	2	4	5	5
Lacrosse	2	3	4	5	2	4	5	5
Rifle	1	2	2	2	1	2	2	2
Skiing	2	3	4	5	2	4	5	5
Soccer	2	3	4	5	2	4	5	5
Softball	2	3	4	5	2	4	5	5
Swim/Diving	2	3	4	5	2	4	5	5
Tennis	2	3	4	5	2	4	5	5
Track & Field	2	3	4	5	2	4	5	5
Volleyball	2	3	4	5	2	4	5	5
Wrestling	2	3	4	5	2	4	5	5

Appendix #22

**Flow Chart
Hiring Procedures**



BALDWINSVILLE CENTRAL SCHOOL DISTRICT
Baldwinsville, New York

PLEASE POST

May 8, 2017

PLEASE POST

TO: DISTRICT STAFF
FROM: CHRISTOPHER CAMPOLIETA
RE: INTERSCHOLASTIC SPORTS EXTRA DUTY EMPLOYMENT

PROCEDURE: CIRCLE and complete the information below for any of the position(s) you are interested in being considered for.
More than one may be indicated on the same sheet.

SALARY: See appropriate sections of the Baldwinsville Teachers Association Contract Agreement.

I. 2017-18 Interscholastic Coaching Positions. Must have appropriate certification and current CPR/AED Coaches First Aid.
Circle specific sport(s) and corresponding level(s).

BOYS

Baseball	Var Head	Jr. Var	8/9	7/8	Assistant
Basketball	Var Head	Jr Var	9 (Mod)	7/8	
Bowling	Var Head				
Football	Var Head	Var Asst (2)	Jr Var (2)	9 (2)	7/8 (4)
Golf	Var Head				
Ice Hockey	Var Head	Var Asst			
Wrestling	Var Head	Jr. Var	7/8 (2)		
Lacrosse	Var Head	Var Asst	Jr Var (2)	8/9 (2)	7/8 (2)
Soccer	Var Head	Jr Var	8/9	7/8	Assistant
Swimming	Var Head	7/8 (2)			
Tennis	Var Head	Jr. Var			
X-Country	Var Head	7/8 (2)	Assistant		
Outdoor Track	Var Head	Var Asst	7/8 (2)		
Volleyball	Var Head	Jr Var			

GIRLS

Softball	Var Head	Jr Var	7/8 (2)	Assistant	
Basketball	Var Head	Jr Var	8/9	7/8	
Bowling	Var Head				
Field Hockey	Var Head	Var Asst	Jr Var (1)	7/8 (1)	
Golf	Var Head				
Lacrosse	Var Head	Var Asst	Jr Var (2)	8/9 (2)	7/8 (2)
Gymnastics	Var Head	Var Asst			
Volleyball	Var Head	Jr Var	9	7/8 (2)	
Soccer	Var Head	Jr Var	8/9	7/8	Assistant
Swimming	Var Head	7/8 (2)			
Tennis	Var Head	Jr Var			
X-Country	Var Head	7/8 (2)	Assistant		
Outdoor Track	Var Head	Var Asst	7/8 (3)		
Crew	Var Head	Jr Var	Assistant		
Cheerleading Fall	Var Head	Jr Var			
Cheerleading Winter	Var Head	Jr Var			

COED

Fitness Rm Coord.	Fall (1)	Winter (1)	Spring (1)
Indoor Track Boys & Girls	Var Head	Var Asst (3)	
Unified Basketball	Var Head		

Name:
Present Building:
Subject / Grade Level:
Home / Cell Phone Number:

RETURN TO BAKER HS: CHRISTOPHER CAMPOLIETA

DEADLINE MAY 31, 2017

PLEASE POST

PLEASE POST

TO: DISTRICT STAFF
 FROM: CHRISTOPHER CAMPOLIETA
 RE: INTRAMURALS EXTRA DUTY EMPLOYMENT

PROCEDURE: CIRCLE and complete the information below for any of the area(s) you are interested in being considered for. More than one may be indicated on the same sheet.

SALARY: See appropriate sections of the Baldwinsville Teachers' Association Contract Agreement.

- I. 2017-2018 Intramural Coaching Positions. Must have appropriate certification and current CPR/AED Coaches First Aid Circle specific sport(s) and corresponding level(s).

<u>GRADES 6 & 7</u>	WINTER	Fitness Room	Volleyball
	SPRING	Fitness Room	Basketball
	FALL	Fitness Room	
	WINTER	Volleyball	Basketball
	SPRING	Fitness Room	Fitness Room
	FALL	Fitness Room	
	WINTER	Fitness Room	
	SPRING	Fitness Room	
<u>STADIUM COORDINATOR</u>			
	FALL	P/A Stadium	
	SPRING	P/A Stadium	

Name Building/Location Subject/Grade Level Phone

RETURN TO BAKER HS: Christopher Campolieta DEADLINE MAY 31, 2017

Sport	Level	Coach Last Name	Coach First Name	School	Phone	Email
G - CHEERLEADING	Varsity	Dautrich	Michelle	Non-District	415-8300	medautrich@gmail.com
G - CHEERLEADING	JV	Hildreth	Allyson	Non-District	877-8429	allyson.hildreth16@gmail.com
G - CHEERLEADING	Volunteer	Weaver	Kristin	DO	341-3136	kweaver@bville.org
B - CROSS-COUNTRY	Varsity - Head	Glashauser	Jason	Baker	378-9075	jglashauser@bville.org
B/G - CROSS-COUNTRY	Varsity Asst.	Murphy	Kevin	Baker	450-7268	kmurphy@bville.org
B - CROSS-COUNTRY	7/8th Modified	Galliher	Kelly	Durgee	440-9330	kgalliher@bville.org
G - CROSS-COUNTRY	Varsity - Head	Scuderi	Mike	Baker	416-3543	msscuderi@bville.org
G - CROSS-COUNTRY	7/8th Modified	Stubbsmann	Tiffany	Ray	521-9024	tstubbsmann@bville.org
B/G - CROSS-COUNTRY	7/8th Modified	Ross	Barbara	Non-District	720-7310	crbr2@juno.com
G - FIELD HOCKEY	Varsity - Head	Ordway	Tessa	Non-District	657-8144	tordway1223@yahoo.com
G - FIELD HOCKEY	JV - Head	Earle	Sierra	Non-District	944-5585	earlesv23@gmail.com
G - FIELD HOCKEY	7/8th Modified	Guzzo	Alicia	Non-District	382-3549	aguzzo23@gmail.com
G - FIELD HOCKEY	Assistant	Manning	Tom	Durgee	247-2749	tmanning@bville.org
B - FOOTBALL	Varsity - Head	Sanfilippo	Carl	Baker	882-3678	csanfilippo@bville.org
B - FOOTBALL	Varsity Asst.	Spicer	Bill	Baker	415-8961	wspicer@bville.org
B - FOOTBALL	Varsity Asst.	Cuyler	Jamie	Baker	720-3289	jcuyler@bville.org
B - FOOTBALL	JV - Head	Schrader	Dave	Non-District	420-6219	dischrader49@gmail.com
B - FOOTBALL	JV Asst.	Quackenbush	Daniel	Non-District	436-0498	quack0711@twcnv.rr.com
B - FOOTBALL	Freshman	Hysick	Ron	District	491-1527	rhysock@bville.org
B - FOOTBALL	Freshman	Stagnitta	Dave	Durgee	657-2542	dstagnitta@bville.org
B - FOOTBALL	7th/8th White	Avery	Ken	Non-District	748-2669	kavery34@yahoo.com
B - FOOTBALL	7th/8th White	Lewis	Mike	McN	727-5731	mlewis@bville.org
B - FOOTBALL	7th/8th Red	Lacey	Charles	Non-District	256-5132	chazlacey1@gmail.com
B - FOOTBALL	7th/8th Red	Dias	Gerald	Non-District	585-504-5786	gdiasjr@yahoo.com
B - FOOTBALL	Volunteer	Lang	Gene	Palmer	663-4803	elang@bville.org
B - GOLF	Varsity	Ehle	Andrew	Palmer	727-5442	aehle@bville.org
G - GYMNASTICS	Varsity	Bono	Kim	Non-District	345-5679	mrbones4@aol.com
G - GYMNASTICS	Assistant	Gates	Jeanna	Baker	491-6710	jgates@bville.org
G - GYMNASTICS	Volunteer	Bluem	Amy	Non-District	507-7260	amy.diane@gmail.com
B - SOCCER	Varsity	Scheemaker	Tim	Non-District	569-1709	scheemat@sunvocc.edu
B - SOCCER	Assistant	Kincaid	Daniel	Non-District	530-7290	dannoc1e25@gmail.com
B - SOCCER	Varsity - Vol	Ross	Chris	Non-District	720-7313	crbr02@excite.com
B - SOCCER	JV	Sebast	David	Durgee	317-2455	dsebast@bville.org
B - SOCCER	8th/9th Mod	Hahn	Jeff	Non-District	845-641-8789	jhahn@gnrl.com
B - SOCCER	7th/8th Mod	Green	Mike	Non-District	430-4846	greenmt@lemoyne.edu
G - SOCCER	Varsity	Morse	Kathy	Baker	657-4222	kmorse@bville.org
G - SOCCER	Assistant	Deil	Lisa	Non-District	243-2329	lisa.deil@octanner.com
G - SOCCER	Varsity - Vol	Clark	Kathleen	Non-District	729-2411	kathleen.clark02@cortland.edu
G - SOCCER	JV	Hartshorn	Tom	Baker	317-1008	thartshorn@bville.org
G - SOCCER	8th/9th Mod	Sweeney	Candace	Baker	657-5539	csweeney@bville.org
G - SOCCER	7th/8th Mod	Haney	Meghan	Non-District	380-7619	meghan.haney20@gmail.com
G - SWIMMING	Varsity	Dahm	Jen	Non-District	708-8767	jendahm2@gmail.com
G - SWIMMING	7/8th Modified	Bruce	Melanie	Durgee	879-7913	mbruce@bville.org
G - SWIMMING	7/8th Modified	D'Agostino	Gennaro	Baker	373-4646	gdagostino@bville.org
G - TENNIS	Varsity	Maestri	Paul	Non-District	391-3675	maestrip@msagroup.com
G - TENNIS	JV	Abbott	Nicole	McN	415-9785	nabbott@bville.org
G - TENNIS	Volunteer	Murphy	Devin	Non-District	480-7410	dmurphy5@oswego.edu
B - VOLLEYBALL	Varsity	Hyland	Dan	Elden	449-2291	dhyland@bville.org
B - VOLLEYBALL	JV	Gesek	Glenn	Non-District	430-1744	glenngesek@gmail.com
B - VOLLEYBALL	Volunteer	Brown	Cameron	McN	317-2194	cbrown@bville.org
G - VOLLEYBALL	Varsity	Cerqua	MaryJo	Ray	427-3651	mcerqua@bville.org
G - VOLLEYBALL	JV	Nicklaw	Eric	Non-District	529-7225	enicklaw@gmail.com
G - VOLLEYBALL	Volunteer	Holdredge	Samantha	Non-District	709-6846	samanthaholdredge@gmail.com
G - VOLLEYBALL	Volunteer	McMahon	Jesse	Non-District	607-591-3399	mcmaho181@gmail.com

Season 2017-2018	Sport	Level	Coach Last Name	Coach First Name	School	Cell Phone	Email
Winter	G - CHEERLEADING	Varsity - Head	Dautrich	Michelle	Non-District	415-8300	medautrich@gmail.com
Winter	G - CHEERLEADING	Varsity	Hildreth	Allyson	Non-District	877-8429	allyson.hildreth16@gmail.com
Winter	B - BASKETBALL	Varsity - Head	Solomon	Tim	Baker	720-3084	tsolomon@bville.org
Winter	B - BASKETBALL	Var - Volunteer	Marshall	Tim	Non-District	402-7370	tmarshall@arrowsi.com
Winter	B - BASKETBALL	JV	Lewis	Mike	McN	727-5731	mlewis@bville.org
Winter	B - BASKETBALL	Volunteer	Windhausen	Tom	Non-District	663-7675	tmwindhausen@gmail.com
Winter 1	B - BASKETBALL	9th Mod	Fiorini	Pete	Non-District	373-9235	coachbv1ax@aol.com
Winter 1	B - BASKETBALL	7th/8th Mod	Penafeather	Dave	Durgee	430-7959	dpenafeather@bville.org
Winter	G - BASKETBALL	Varsity - Head	Morse	Kathy	Baker	657-4222	kmorse@bville.org
Winter	G - BASKETBALL	JV	Vannatta	Dan	Ray	317-8173	dvannatta@bville.org
Winter 2	G - BASKETBALL	8th/9th Mod	Johnstone	Lori	McN	857-3699	ljohnstone@bville.org
Winter 2	G - BASKETBALL	7th/8th Mod	Stagnitta	Dave	Non-District	657-2542	dstagnitta@bville.org
Winter 2	G - BASKETBALL	Mod - Volunteer	Bruno	Julia	Durgee	657-5169	jularaeburno@gmail.com
Winter	B & G - BOWLING	Varsity	Peterson	Gary	Non-District	592-1726	peterston132@hotmail.com
Winter	B & G - BOWLING	Var - Volunteer	Flask	Betty Jo	Non-District	863-1638	bjflask@hotmail.com
Winter	B - ICE HOCKEY	Varsity - Head	Lloyd	Mark	Ray	263-9503	mlloyd@bville.org
Winter	B - ICE HOCKEY	Varsity Asst.	McCaffrey	Glen	Durgee	729-6123	gmccaffrey@bville.org
Winter	B - ICE HOCKEY	Volunteer	Muscatello	James	Non-District	380-6559	james.muscatello@gmail.com
Winter	B - ICE HOCKEY	Volunteer	Gray	Garth	Non-District	877-5390	garthgray@me.com
Winter	B/G - INDOOR TRACK	Overall V Head	Spicer	Bill	Baker	415-8961	wspicer@bville.org
Winter	B/G - INDOOR TRACK	Varsity Asst.	Ross	Barb	Non-District	720-7310	crbr2@juno.com
Winter	B/G - INDOOR TRACK	Varsity Asst.	Anthes	Hannah	Non-District	741-8330	hannah.antes@cortland.edu
Winter	B/G - INDOOR TRACK	Varsity Asst. Split	Scuderi	Mike	Baker	416-3543	mcsuderi@bville.org
Winter	B/G - INDOOR TRACK	Varsity Asst. Split	Gallher	Kelly	Durgee	440-9330	kgallher@bville.org
Winter	B - SWIMMING	Varsity	Dahm	Jen	Elden	708-8767	jdahm@bville.org
Winter 2	B - SWIMMING	7th/8th Mod	D'Agostino	Gennaro	Baker	373-4646	gdagostino@bville.org
Winter 2	B - SWIMMING	7th/8th Mod	Ross	Tom	Baker	456-9484	tross@bville.org
Winter 1	G - VOLLEYBALL	9th - Modified	Meany	Cheryl	Baker	378-7165	cmeany@bville.org
Winter 1	G - VOLLEYBALL	7/8th - Red	Pallotta	John	Ray	529-5961	jpallotta@bville.org
Winter 1	G - VOLLEYBALL	7/8th - White	Collins	Megan	Baker	480-4260	mcollins@bville.org
Winter	B - WRESTLING	Varsity - Head	Burkinshaw	Tony	Non-District	857-8452	recsupr@townoflysander.org
Winter	B - WRESTLING	JV	Paul	Kevin	Non-District	720-8796	kevpaul8@gmail.com
Winter 2	B - WRESTLING	7/8th Modified	Manning	Tom	Durgee	247-2749	tmanning@bville.org
Winter 2	B - WRESTLING	7/8th Modified	Paul	Robert	Non-District	569-5784	rpaul2@scsd.us
Winter	B - WRESTLING	Volunteer	Lang	Dan	Non-District	382-8289	djl10356@yahoo.com
Winter	B - WRESTLING	Volunteer	McGivney	Matt	Non-District	430-9812	mmcgivney@ocmboces.org
Winter	B - WRESTLING	Volunteer	Lang	Eugene	Palmer	663-4803	elang@bville.org

Athletic Director: Chris Campolieta 638-6053 (W) 917-583-5324 (C)
Ath. Prog. Coord: Colleen Case 638-6053 (W) 638-2515 (H) 720-2151 (C)
Athletic Trainer: Becky Rapp 395-1970

Season 2018	Sport	Level	Coach Last Name	Coach First Name	School	Phone	Email
Spring	B - BASEBALL	Varsity - Head	Penafeather	Dave	Durgee	430-7959	dpenafeather@bville.org
Spring	B - BASEBALL	Assistant	Savacool	Christopher	Non-District	447-6275	csavacool@liverpool.k12.ny.us
Spring	B - BASEBALL	V Asst. Vol.	Bader	Mark	Non-District	727-8579	mbader7@verizon.net
Spring	B - BASEBALL	JV	Pallotta	John	Ray	529-5961	jpallotta@bville.org
Spring	B - BASEBALL	8th/9th Mod	Smith	Lucas	McN	744-0910	lsmith@bville.org
Spring	B - BASEBALL	8th/9th Mod	Chetney	Patrick	Durgee	529-0848	pchetney@bville.org
Spring	B - BASEBALL	7th/8th Mod	Paul	Robert	Non-District	569-5784	rpaul2@scsd.us
Spring	G - CREW	Varsity - Head	Ludden	Christopher	Baker	546-4561	cludden@bville.org
Spring	G - CREW	JV	Holmes	Kimberly	Durgee	727-5983	kolmes@bville.org
Spring	G - CREW	Volunteer	Francis	Alaura	Non-District	877-4585	alaurafrancis@gmail.com
Spring	G - CREW	Volunteer	Herman	Sarah	Non-District	857-5527	saherman11@gmail.com
Spring	G - GOLF	Varsity	George	Karen	Baker	857-7129	kgeorge@bville.org
Spring	G - GOLF	Volunteer	Murphy	Kevin	Baker	450-7268	kmurphy@bville.org
Spring	B - LACROSSE	Varsity - Head	Wilcox	Matt	Palmer	857-4932	mwilcox@bville.org
Spring	B - LACROSSE	Varsity Asst.	Lamb	Andrew	Non-District	418-7956	andrew.l.lamb@gmail.com
Spring	B - LACROSSE	Varsity - Vol	Borkowski	Dylan	McNamara	518 681-0217	dborkowski@bville.org
Spring	B - LACROSSE	JV - Head	Caughey	David	Durgee	345-0573	dcaughey@bville.org
Spring	B - LACROSSE	JV Asst.	Lux	Art	Non-District	416-9128	artlux60@gmail.com
Spring	B - LACROSSE	8th/9th Mod	D'Agostino	Gennaro	Baker	373-4646	gdagostino@bville.org
Spring	B - LACROSSE	8th/9th Mod	Solomon	Tim	Baker	720-3084	tsolomon@bville.org
Spring	B - LACROSSE	7th/8th Mod	McCaffrey	Glen	Durgee	729-6123	gmccaffrey@bville.org
Spring	B - LACROSSE	7th/8th Mod	Fiorini	Peter	Durgee	373-9235	pfiorini@bville.org
Spring	G - LACROSSE	Varsity - Head	Collins	Megan	Baker	480-4260	mcollins@bville.org
Spring	G - LACROSSE	Varsity Asst.	Witte	Meghan	Baker	383-4363	mwitte@bville.org
Spring	G - LACROSSE	JV - Head	Haney	Meghan	Non-District	380-7619	meghan.haney20@gmail.com
Spring	G - LACROSSE	JV Asst.	Mizer	Paul	Baker	427-7228	pmizer@bville.org
Spring	G - LACROSSE	8th/9th Mod	Sweeney	Candy	Baker	657-5539	csweeney@bville.org
Spring	G - LACROSSE	8th/9th Mod	Schrader	David	Non-District	420-6219	djschrader49@gmail.com
Spring	G - LACROSSE	7th/8th Mod	Manning	Tom	Durgee	247-2749	tmanning@bville.org
Spring	G - LACROSSE	7th/8th Mod	Gates	Jeanna	Baker	491-6710	jgates@bville.org
Spring	G - LACROSSE	Volunteer					
Spring	G - SOFTBALL	Varsity - Head	Cuyler	Jamie	Baker	720-3289	jcuyler@bville.org
Spring	G - SOFTBALL	Assistant	Grabowski	Ray	Non-District	744-0498	rgrabowski@fedex.com
Spring	G - SOFTBALL	JV	Stagnitta	David	Durgee	657-2542	dstagnitta@bville.org
Spring	G - SOFTBALL	7/8th - White	Dahm	Jen	Non-District	708-8767	jendahm2@gmail.com
Spring	G - SOFTBALL	7/8th - Red	Mathis	Kallie	Baker	767-4571	kmathis@bville.org
Spring	G - SOFTBALL	Volunteer	Wolken	Jennifer	DO	529-6546	jwolken@bville.org
Spring	B - TENNIS	Varsity - Head	Maestri	Paul	Non-District	391-3675	maestrip@msagroup.com
Spring	B - TENNIS	JV	Abbott	Nicole	McNamara	415-9785	nabbott@bville.org
Spring	B - TRACK & FIELD	Varsity - Head	Spicer	Bill	Baker	415-8961	wspicer@bville.org
Spring	B - TRACK & FIELD	Varsity Asst.	Anthes	Hannah	Non-District	741-8330	hannah.antes@cortland.edu
Spring	B - TRACK & FIELD	7/8th Modified	Lewis	Mike	McNamara	727-5731	mlewis@bville.org
Spring	B - TRACK & FIELD	7/8th Modified	Galliher	Kelly	Durgee	440-9330	kgalliher@bville.org
Spring	G - TRACK & FIELD	Varsity - Head	Glashauser	Jason	Baker	378-9075	jglashauser@bville.org
Spring	G - TRACK & FIELD	Varsity Asst.	Ross	Barb	Non-District	720-7310	crbr2@juno.com
Spring	G - TRACK & FIELD	7/8th Modified	Byrne	Amy	Baker	247-6719	abyrne@bville.org
Spring	G - TRACK & FIELD	7/8th Modified	Hysick	Ron	District	491-1527	rhysick@bville.org
Spring	G/B - TRACK & FIELD	7/8th Modified	Scuderi	Mike	Baker	416-3543	mscuderi@bville.org
Spring	G/B - TRACK & FIELD	7/8th Modified	Panebianco	Phil	Non-District	436-0033	phil.panebianco@gmail.com
Spring	G - TRACK & FIELD	Mod - Vol.	Goulet	James	Non-District	638-2470	dpgoulet20@aol.com
Athletic Director: Chris Campolieta - 917-583-5324							
Athletic Program Coordinator: Colleen Case - 720-2151							
Athletic Trainer: Becky Rapp - 395-1970							
Stadium Coordinator: Kathy Morse - 315-657-4222							

Appendix #23



Coaching Evaluation

COACH INFORMATION

NAME	C= Commendable -does work above and beyond expectations S= Satisfactory - does work in an appropriate manner N= Needs Improvement in areas sighted U= Unsatisfactory – does not meet minimum expectations NA= Not applicable to this evaluation
SPORT	
LEVEL	
YEAR	

I. COACHING SKILLS

	C	S	N	U	NA	<i>Comments:</i>
Knowledge of Sport						
Practice Organization						
Game Preparation						
Team Selection and Criteria						
Player/Team Conduct						

II. COACHING RESPONSIBILITIES

	C	S	N	U	NA	<i>Comments:</i>
Follows Coaches' Handbook						
Follows NYSPHSAA & Section Handbook						
Care and Collection of Equipment						
Care & Collection of Uniforms						
On Time for Games and Practices						
Calls Results and Submits Articles to Newspaper						
Highlights Individual Achievements & Record Keeping						
Attends Coaches', School, League and Section Meetings						
Professional Development						
Promotion of Sport						

III. SCHOOL/COMMUNITY RELATIONSHIP

	C	S	N	U	NA	<i>Comments:</i>
Involves Parents in Program						
Communicates Specific Information to Parents						
Academic Feedback to Parents						
Uses School and Community Resources						

IV. WORKING RELATIONSHIP

	C	S	N	U	NA	<i>Comments:</i>
With Coaching Staff						
Administrative Staff						
Officials/Referees						
Cooperates with Facility use						
Encourages mutual respect for other programs						

V. RELATIONSHIP WITH STUDENTS

	C	S	N	U	NA	<i>Comments:</i>
Shows respect for athletes						
Makes him/herself available to help						
Encourages mutual respect						
Monitors academic progress						
Provides for individual difference						



Coaching Evaluation

Coach Information

NAME		
SPORT		
LEVEL		
DATE		

	Satisfactory	Needs Improvement	Not Applicable
1. Demonstrates loyalty to the program and the athletic department			
2. Displays an interest in coaching this sport			
3. Rapport between coach and other coaching staff members			
4. Rapport between coach and student athletes			
5. Supervises locker rooms, shower areas, and all practice sessions			
6. Demonstrates positive managerial skills for team discipline and sportsmanship			
7. Is knowledgeable of the rules of this sport			
8. Applies fundamental skills and drills in teaching			
9. Develops and runs effective, organized practices			
10. Demonstrates a sincere desire to professionally upgrade him/herself, the program, and the school through off-season efforts			
11. Attends league/section/district meetings when given notice			
12. Knows and follows league/section/state regulations			
13. Adheres to district policies, procedures, and job descriptions			
14. Issues and collects equipment and records numbers of each item			
15. Submits required forms promptly and correctly completed			
16. Assists in preparation of budget materials			
17. Participates when possible in district coach inservice programs			
18. Contacts parents when appropriate			
19. Communicates with the athletic director and other appropriate personal on student athletes' status throughout the season			
20. Presents positive image with regard to conduct and appearance			

Comments:

Coach's Signature	Head Coach's Signature	Date	Athletic Director Signature

Recommended for reappointment	
Conditional reappointment/required improvements noted on back	
Not recommended for reappointment	

Appendix #24

APPENDIX C: CODE OF CONDUCT FOR STUDENT ATHLETES

1. Introduction

Athletics are an important component of the District's educational program. The Code of Conduct for Student Athletes applies to student athletes from their first interscholastic participation through graduation. These rules are in effect from July 1 through June 30 of each school year, and apply to all student athletes in grades seven through twelve.

Participation in athletics is a privilege, not a right. Students' participation in the District's athletic program is conditioned upon their adherence to the provisions of this Code of Conduct for Student Athletes. Two principles serve as the basis for the specific provisions of this Code, and will guide the conduct of student athletes:

- Student athletes will show respect and concern for the rights and feelings of others.
- Student athletes will behave in a manner that reflects favorably on themselves, their families, their teammates, and their school and community.

2. General Requirements

- Student athletes participating on an athletic team/athletic club, and their parents, are required to sign a contract signifying that the athletes and their parents understand and accept all Rules, Code/Standards and expectations of the Athletic Code of Conduct.
- Student athletes must be enrolled in three full-time courses and actively participate in physical education classes, as required by the New York State Public High School Athletic Association.
- Student athletes must have received a current physical examination and returned all of the appropriate forms needed by the school nurse. ("Current physical" is defined on an individual basis by the school nurse.)
- Student athletes are required to attend all practices and games during the sport season, unless absence is approved by the coach, for as many as six days per week throughout the season. Interscholastic sport teams in-season must have priority over club or recreational type programs. Failure to attend interscholastic team functions during the season is a violation of the code.

- Student athletes are required to meet all eligibility standards and abide by the rules set forth by the Baldwinsville Central School District, the Central New York Counties League, Section III, and the New York State Public High School Athletic Association.

3. School Attendance

Student athletes must be in attendance for the entire school day in order to be eligible to participate in practices or athletic contests on that day. Student athletes who are truant or who are serving in-school suspension or out-of-school suspension will not be eligible to participate in practices or athletic contests on that day. The athletic director, principal, or superintendent of schools may make exceptions for the following reasons:

- death or serious illness in the family;
- court appearance;
- college visitation;
- medical appointment verified by a note from the medical office personnel;
- religious observance;
- extraordinary circumstances.

4. Rule Violations

It is a violation of the Code of Conduct for Student Athletes to:

- a. use, possess, sell or distribute tobacco products;
- b. use, possess, sell, distribute or be under the influence of alcoholic beverages, illegal drugs or performance enhancing substances (*e.g.*, caffeine pills, steroids), whether legal or illegal, look-alike drugs, or drug paraphernalia on school grounds, off school grounds, whether during sport season or out of sport season;
- c. host or remain present at events, activities or locations where illegal distribution of alcohol, drugs or other performance-enhancing substances are present or used.
- d. use, possess, or distribute firearms, weapons or explosive devices on school grounds or at school events;
- e. engage in illegal gambling activities;
- f. engage in threatening, hazing activities, bullying, vandalism, harassment, or other personal misconduct, including, but not limited to, conduct that involves police or court action.

For purposes of this section, “possess” shall mean to have in one’s possession or control, *e.g.*, on one’s person or in one’s physical control or keeping, or to have in one’s presence or close proximity.

5. Enforcement and Consequences – Rule Violations

Following the investigation of the facts by the coach, Athletic Director or building administrator, the following actions will be taken for violation of the Code of Conduct for Student Athletes by the Athletic Director:

- parental notification;
- suspension from participation in District athletic programs until the student has been through the reinstatement process.

Both student and parent(s) may request a meeting with the Athletic Director to discuss the conduct violation and to discuss whether the suspension should be imposed or continued.

A. In-Season Rule Violations

The student athlete is immediately suspended from the team or athletic club for the remainder of that sport season. This includes all regular season games and post-season play. The suspension continues for future interscholastic sports participation while the student's appeal or request for reinstatement is pending.

The student athlete may seek reinstatement for eligibility for the next season of desired participation. If approved, participation would commence following completion of the in-season suspension and completion of any additional consequences imposed. The reinstatement process requires that a student submit a written request for a meeting with the Athletic Reinstatement Committee, *i.e.*, principal or assistant principal, athletic director and coach(es), who will determine whether the student shall be reinstated to the District's athletic program. This meeting will be held within two weeks from receipt of the student's written request. Within five school days, the athletic director shall notify the student in writing of the decision of the Athletic Reinstatement Committee.

If the request for reinstatement to participate in future season is denied, the student and his or her parent or guardian have the right to appeal the decision within five (5) days to the Superintendent of Schools.

Once the Athletic Reinstatement Committee or the Superintendent of Schools has determined that the student will be reinstated, then as a condition of such reinstatement, one or more of the following additional consequences will be applied based on seriousness of the violation:

- A minimum of three hours of substance abuse awareness counseling or education may be required for drug- and alcohol-related infractions.
- If the suspension is for less than 25% of the regular-season contests in the present sport season, the student will have the difference applied to the next sport season of participation to meet or, if applicable, exceed 25% minimum number of contests. The suspension is applied the next sport season of participation for which student previously participated on during the past calendar year and also applied to any sport which the

student did not participate on during the last calendar year, which takes place prior to the sport of previous participation.

Example: A soccer/lacrosse player is suspended from the fall season and for 20% of the next season of participation. Reviewing the previous year, this individual would sit out 20% of the upcoming spring season. If he elects to participate in the winter season, the student will sit out 20% of both seasons (spring and winter).

- The minimum suspension after student reinstatement process is 25% and could range up to one calendar year.

Post-season play is not calculated into the percentages nor will participation in post-season play be permitted during the season of the initial violation.

B. Out-of-Season Rule Violations

The student athlete is immediately suspended from future athletic participation while the student's appeal or request for reinstatement is pending. Both student and parents may request a meeting with the Athletic Director to discuss the conduct violation and to discuss whether the suspension should be imposed or continued. The student athlete may seek reinstatement for eligibility to participate in the District's Athletic program, which shall, if granted, be effective for the next season of participation. The reinstatement process requires that a student submit a written request for a meeting with the Athletic Reinstatement Committee – the principal, assistant principal, athletic director and coaches, who will determine whether the student will be reinstated to the District's athletic program. Within five school days, the athletic director shall notify the student in writing of the decision of the Athletic Reinstatement Committee.

If the request for reinstatement is denied, the student and his or her parent or guardian have the right to appeal the decision within five days to the Superintendent of Schools.

Once the Athletic Reinstatement Committee or the Superintendent of Schools has determined that the student will be reinstated, then as a condition of such reinstatement, one or more of the following additional consequences may be applied based on seriousness of the violation.

- A minimum of three hours of substance abuse awareness counseling or education may be required for drug- and alcohol-related infractions.
- The suspension may be more than 25% of the regular scheduled contests of the next season of participation.
- Suspension is applied the next sport season of participation for which student previously participated on during the past calendar year and also applied to any sport which the student did not participate on during the last calendar year, which takes place prior to the sport of previous participation.

- The minimum suspension after student reinstatement process is 25% and may range up to one calendar year.

During the period of athletic suspension, the student athlete is ineligible to participate in any contests or team activities for the duration of the suspension. At the discretion of the coach, athletic director and principal, a determination will be made whether the suspended student athlete will participate in tryouts, practices and/or attend contests. In no case will the suspended student athlete dress in a school uniform, sweats or team jacket during the suspension period.

6. Additional Conduct/Standards

1. Student athletes will adhere to individual team rules, which are established in writing by coaches and on file in the athletic office, and which shall not be inconsistent with the Code of Conduct.
2. Student athletes will not engage in indecent exposure at any time or place.
3. Student athletes will return school equipment and uniforms at the end-of-season, or they will forfeit post-season awards and will not be eligible to participate in any other sport until the matter has been resolved.
4. Student athletes who quit or are unable to finish the season or post season play because of disciplinary action, academic ineligibility, or other reasons, will forfeit all awards, including team awards, certificates, letters, pin, etc.
5. Student athletes will dress appropriately and participate in scheduled physical education classes. *(i.e. If medical restrictions exist and/or student does not have full medical clearance, they will be declared ineligible to participate in practices or games)*
6. Student athletes will not engage in activities or actions which bring discredit to the school program or team as determined by the coach, athletic director or principal.
7. Student athletes will be responsible for theft or damage of uniforms, money or school property related to the athletic program.
8. Athletes will not be absent from practices or games to attend other sports, clubs or recreational type activities. In-season interscholastic program will take priority over these activities.

7. Conduct/Standards – Enforcement and Consequences

Decisions regarding the enforcement of the Conduct/Standards are made by the individual coach(es), who submit a written report to the athletic director regarding the violation and the consequences imposed as a result of the violation.

- 1st Offense: The penalty for a first offense may range from an official warning to exclusion from athletics for up to three contests, and forfeiture of awards and post-season recognition.
- 2nd Offense: The penalty for a second offense may range from exclusion from athletics for up to two contests to one-fourth of the season, which could be carried over to the next sport season of participation, and forfeiture of awards and post-season recognition.
- 3rd Offense: The penalty for a third offense may include suspension for up to one calendar year, and forfeiture of awards and post-season recognition.

Both the student and parent(s) may request a meeting with the person or body imposing the discipline to discuss the conduct being reviewed and to consider whether the suspension should be imposed or continued.

During the period of suspension, the student athlete is ineligible to participate in any contests or team activities for the duration of the suspension. The coach, athletic director and principal will determine whether the suspended student athlete will participate in practices and/or attend contests. In no case will the suspended student athlete dress in a school uniform, sweats or team clothing during the suspension period.

8. Parent Responsibility

Parents and guardians are essential partners in maintaining a safe, educational and enjoyable program of athletics for students. When present at the District's athletic events, including practices, they are expected to model the kind of citizenship and sportsmanship that is expected and required of students. The following are among the District's expectations for the parents of student athletes:

1. Parents are knowledgeable about the Rules and Conduct/Standards to which their children have committed as student athletes.
2. Parents know the consequences for violations of those Rules and Conduct/Standards and assist in their enforcement.
3. Parents are supportive and encourage their children to demonstrate appropriate behavior while representing the District as student athletes.
4. Parents hold their children accountable for their actions and guide them in making proper decisions regarding drugs, alcohol and tobacco.
5. Parents are knowledgeable about individual team rules and expectations and address concerns regarding their children's program to the coach.

6. Parents are knowledgeable spectators, knowing the rules of the game and serving as role models for sportsmanship. They cheer our successes, and show understanding in the wake of defeat. They encourage the efforts of their children's teams, and they respect the efforts of the opposing teams.
7. Parents adhere to state laws that prohibit smoking on school grounds or in school buildings.
8. Parents bring their concerns to the attention of the appropriate coach(es), including concerns about the mental and physical treatment of their children, ways to help their children improve, and their children's behavior. They schedule meetings with coaches in order that their concerns may be discussed at appropriate times and places.
9. Parents demonstrate a respect for the privacy of all student athletes, and an understanding of the coaches' responsibilities to all student athletes, by refraining from speaking with coaches about such issues as playing time, athletic ability, and team strategy, insofar as those subjects relate to student athletes other than their own child.

9. Acknowledgement of the Risk of Injury

Parents and guardians acknowledge that participation in athletic programs exposes participants to the risk of injury, including, but not limited to, the risk of sprains, fractures and ligament and/or cartilage damage which could result in a temporary or permanent, partial or complete impairment in the use of limbs, brain damage, paralysis or even death. Having been so cautioned and warned, participation in the District's athletic program by the student athlete indicates the parent's full knowledge and understanding of the risk of injury.

Appendix #25

COACH'S RESPONSIBILITIES

A. To the players on the team

We must promote and teach only clean, aggressive fair play, while stressing good sportsmanship at all times. The coach must be the leader and set the example.

The coach should be fair and unprejudiced with player. Consider their needs, individual differences, interests, temperaments, aptitudes and environments.

Players have the right to expect the coach to have a genuine and up-to-date knowledge of the sport.

The safety and welfare of players should always be uppermost in the coach's mind.

The coach's primary responsibility is to the individual boy or girl. However, the athlete's family must not be ignored, however, since consideration must be given to the family and their requests.

B. To the school district

The coach, as a professional and as an individual, is a frequent topic of conversation at various community locations such as the home, work place, civic meeting and social gatherings. The coach is under constant scrutiny.

Your actions and statements should always reflect confidence and respect for the Baldwinsville School District. Much can be done by the coach in public contacts to build and maintain a high level of confidence in the athletic program and in the school district.

C. To the school

To be effective, a coach must be respected. To be respected, good personal habits and neat appearance are important; but most important is the example set by the coach. Being respected is much more important than being well-liked. Treat the faculty, players, and the general students with that same honor and respect. Private, firm, fair and constant discipline must be maintained.

The work of a coach must be an integral part of the educational program of the school. The coach should show mastery of the principles of education and consequent improvements in teaching and coaching.

The coach should give support to all endorsed activities of the school. At every opportunity, the coach should urge the student body to be polite, courteous and fair to the visiting team.

D. To the profession

A coach should continue professional growth in both the academic teaching area and the athletic coaching area. The coach should belong to appropriate coaching associations.

E. To fellow coaches

A wise head coach will encourage independent thought on the part of his staff. This is an important factor in human relation skills which provide for an open exchange of ideas in a courteous, thoughtful manner.

The head coach should praise the assistants and award recognition whenever possible. Misunderstandings between coaches should be discussed as soon as possible and in an appropriate location away from the athletes and other people either concerned or not concerned with the program.

The assistant coaches must be willing and able to do things that they may not wish to do, or even like to do. They must fulfill their responsibility to the head coach, the boys and girls, and the sport itself.

It is difficult to be a good assistant coach; however, the success of the program is dependent upon the quality and effort of the assistant coaches.

F. To other coaches in your school

Bear in mind that your sport is not the only sport, but rather part of a total athletic educational program for the school. Therefore, it is important to support, promote and cooperate with all the other coaches and activity sponsors for the well-being of the total program.

A coach should support fellow coaches whenever possible. All remarks should reflect confidence in one's fellow coaches.

G. To faculty members

A coach is responsible for cooperating with every faculty member on the staff. If the coach cooperates with teachers, teachers will be willing to help coaches.

H. Physical Plant

Each coach is responsible for:

1. Keeping practice areas and locker rooms in order.
2. Storing equipment neatly and using equipment properly.
3. Keeping storage areas, locker rooms, and facilities locked when not in use.

Assistant Coach

Job Description

- I. **REPORTS TO:** Head Coach and the Athletic Director
- II. **BASIC FUNCTION:** To assist the Head Coach by providing leadership, supervision, and organization of a specific athletic activities with all the athletes assigned to his area of responsibilities. To carry out the objectives of the total athletic program. The length of the sports season begins and ends with dates established for varsity squad and/or by athletic director
- III. **PRIMARY RESPONSIBILITIES:**
 - A. To review the responsibilities of the Head Coach and to assist the Head Coach in any manner to fulfill these responsibilities
 - B. To promote the worth of each participant in the program
 - C. To display school and program support to all incoming players, parents, and school personnel
 - D. To assist in the development of the total athletic program in the Baldwinsville Central School District
 - E. To provide by example, the ideals that we as coaches hope to develop in the athletes that we are teaching and training
- IV. **GENERAL RESPONSIBILITIES:**
 - A. To handle the coaching duties of the specific team or area as designated by the Head Coach (using the Head Coach's responsibility list as a guide)
 - B. To assist the Head Coach with the delegation of duties to team managers, team players, scorekeepers and trainers
 - C. To provide the Head Coach with all statistics, scores and student/athlete evaluations
 - D. To supervise and secure locker and equipment rooms before and after all practices and games
 - E. To assist with off-season conditioning programs

- F.** To support Head Coach by abiding by specific rules related to coaching duties and routines
- G.** To assist the Head Coach with any and all duties that he/she deems necessary

Appendix #26

2016 - 2017 SEASON ATHLETES

2016-2017 SPORT	GENDER	Varsity # Teams	Varsity # Athletes	Varsity # Coaches	JV # Teams	JV # Athletes	JV # Coaches	Freshman # Teams	Freshman # Athletes	Freshman # Coaches	Modified # Teams	Modified # Athletes	Modified # Coaches	Total # Athletes	Total # Coaches	Total
Baseball	M	1	22	2	1	13	1	0	0	0	2	35	3	70	6	
Basketball	M	1	16	1	1	15	1	0	0	0	2	30	2	61	4	
Basketball	F	1	11	1	1	12	1	0	0	0	2	26	2	49	4	
Bowling	M	1	11	1	0	0	0	0	0	0	0	0	0	11	1	
Bowling	F	1	5	1	0	0	0	0	0	0	0	0	0	5	1	
Cheer-Fall	F	1	12	1	1	7	1	0	0	0	0	0	0	19	2	
Cheer-Winter	F	1	8	1	1	9	1	0	0	0	0	0	0	17	2	
Crew	F	1	29	1	1	20	1	0	0	0	0	0	0	49	2	
Cross-Country	M	1	52	2	0	0	0	0	0	0	1	27	1	79	3	
Cross-Country	F	1	31	1	0	0	0	0	0	0	1	12	2	43	3	
Field Hockey	F	1	18	2	1	19	1	0	0	0	1	31	1	68	4	
Football	M	1	47	3	1	28	2	1	31	2	2	38	4	144	11	
Golf	M	1	14	1	0	0	0	0	0	0	0	0	0	14	1	
Golf	F	1	8	1	0	0	0	0	0	0	0	0	0	8	1	
Gymnastics	F	1	16	2	0	0	0	0	0	0	0	0	0	16	2	
Ice Hockey	M	1	29	2	0	0	0	0	0	0	0	0	0	29	2	
Lacrosse	M	1	26	2	1	23	2	0	0	0	2	64	4	113	8	
Lacrosse	F	1	20	2	1	18	2	0	0	0	2	44	4	82	8	
Soccer	M	1	31	2	1	27	1	0	0	0	2	52	2	110	5	
Soccer	F	1	27	2	1	21	1	0	0	0	2	44	2	92	5	
Softball	F	1	14	2	1	14	1	0	0	0	2	27	2	55	5	
Swimming	M	1	18	1	0	0	0	0	0	0	1	13	2	31	3	
Swimming	F	1	15	1	0	0	0	0	0	0	1	16	2	31	3	
Tennis	M	1	25	1	1	14	1	0	0	0	0	0	0	39	2	
Tennis	F	1	16	1	1	12	1	0	0	0	0	0	0	28	2	
Track-Indoor	M	1	50	2	0	0	0	0	0	0	0	0	0	50	2	
Track-Indoor	F	1	42	2	0	0	0	0	0	0	0	0	0	42	2	
Track-Outdoor	M	1	90	2	0	0	0	0	0	0	1	50	2	140	4	
Track-Outdoor	F	1	61	2	0	0	0	0	0	0	1	48	3	109	5	
Volleyball	M	1	14	1	1	15	1	0	0	0	0	0	0	29	2	
Volleyball	F	1	13	1	1	13	1	0	0	0	3	48	3	74	5	
Wrestling	M	1	14	1	1	11	1	0	0	0	1	21	2	46	4	
*Unified Basketball	M	1	7	1	0	0	0	0	0	0	0	0	0	7	1	
*Unified Basketball	F	1	6	1	0	0	0	0	0	0	0	0	0	6	1	
TOTAL		34	818	50	18	291	21	1	31	2	29	626	43	1766	116	

* M Athletes 3; M Partners 4

* F Athletes 3; F Partners 3

Appendix #27

Boys Sports 2017/2018

<u>Varsity</u>			
Cross Country	Basketball	Baseball	
Football	Bowling	Lacrosse	
Golf	Ice Hockey	Tennis	
Soccer	Indoor Track	Track & Field	
Volleyball	Swimming		
	Wrestling		
<u>JV</u>			
Football	Basketball	Baseball	
Soccer	Wrestling	Lacrosse	
Volleyball		Tennis	
<u>Freshman</u>			
Football			
<u>Modified 9</u>			
	Basketball		

Boys Sports 17/18 Continued

Modified 8/9

Soccer

Baseball

Lacrosse

Modified 7/8

Cross Country

Basketball

Baseball

Football (Red)

Swimming

Lacrosse

Football (White)

Wrestling

Track & Field

Soccer

Overview:

Total number of teams for 2017-2018 Boys Sports: 38

Total number of teams by level:

Varsity:	15	(5 Fall teams, 6 Winter teams, 4 Spring teams)
JV:	8	(3 Fall teams, 2 Winter teams, 3 Spring teams)
Freshman:	1	(1 Fall team)
Modified 9:	1	(1 Winter team)
Modified 8/9:	3	(1 Fall team, 2 Spring teams)
Modified 7/8:	10	(4 Fall teams, 3 Winter teams, 3 Spring teams)

Total number of teams by season:

Fall teams:	14
Winter teams:	12
Spring teams:	12

2016 - 2017 SEASON ATHLETES

Baseball	M	1	22	2	1	13	1	0	0	0	0	0	2	35	3	70	6
Basketball	M	1	16	1	1	15	1	0	0	0	0	2	30	2	61	4	
Bowling	M	1	11	1	0	0	0	0	0	0	0	0	0	0	0	11	1
Cross-Country	M	1	52	2	0	0	0	0	0	0	1	1	27	1	79	3	
Football	M	1	47	3	1	28	2	1	31	2	2	2	38	4	144	11	
Golf	M	1	14	1	0	0	0	0	0	0	0	0	0	0	0	14	1
Ice Hockey	M	1	29	2	0	0	0	0	0	0	0	0	0	0	0	29	2
Lacrosse	M	1	26	2	1	23	2	0	0	0	2	2	64	4	113	8	
Soccer	M	1	31	2	1	27	1	0	0	0	2	2	52	2	110	5	
Swimming	M	1	18	1	0	14	0	0	0	0	1	1	13	2	31	3	
Tennis	M	1	25	1	1	0	1	0	0	0	0	0	0	0	39	2	
Track-Indoor	M	1	50	2	0	0	0	0	0	0	0	0	0	0	50	2	
Track-Outdoor	M	1	90	2	0	0	0	0	0	0	1	1	50	2	140	4	
Volleyball	M	1	14	1	1	15	1	0	0	0	0	0	0	0	29	2	
Wrestling	M	1	14	1	1	11	1	0	0	0	1	1	21	2	46	4	
																	0
TOTAL		15	459	24	8	146	10	1	31	2	14	330	22	966	58		

Appendix #28

Girls Sports 2017/2018

<u>Varsity</u>	Cheerleading	Cheerleading	Crew
	Cross Country	Basketball	Golf
	Field Hockey	Bowling	Lacrosse
	Gymnastics	Indoor Track	Softball
	Soccer		Track & Field
	Swimming		
	Tennis		
	Volleyball		
<u>JV</u>	Cheerleading	Cheerleading	Crew
	Field Hockey	Basketball	Lacrosse
	Soccer		Softball
	Tennis		
	Volleyball		

Freshman

<u>Modified 9</u>	Volleyball
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Girls Sports 17/18 Continued

Modified 8/9

Soccer

Basketball

Lacrosse

Modified 7/8

Cross Country
Field Hockey
Soccer
Swimming

Basketball
Volleyball (Red)
Volleyball (White)

Lacrosse
Softball (Red)
Softball (White)
Track & Field

Overview:

Total number of teams for 2017-2018 Girls Sports: 42

Total number of teams by level:

Varsity:	17	(8 Fall teams, 4 Winter teams, 5 Spring teams)
JV:	10	(5 Fall teams, 2 Winter teams, 3 Spring teams)
Freshman:	0	
Modified 9:	1	(1 Winter team)
Modified 8/9:	3	(1 Fall team, 1 Winter team, 1 Spring team)
Modified 7/8:	11	(4 Fall teams, 3 Winter teams, 4 Spring teams)

Total number of teams by season:

Fall teams:	18
Winter teams:	11
Spring teams:	13

2016 - 2017 SEASON ATHLETES

2016-2017 SPORT	GENDER	VARSIITY # TEAMS	VARSIITY # ATHLETES	VARSIITY # COACHES	JV # TEAMS	JV # ATHLETES	JV # COACHES	FRESHMAN # TEAMS	FRESHMAN # ATHLETES	FRESHMAN # COACHES	MODIFIED # TEAMS	MODIFIED # ATHLETES	MODIFIED # COACHES	TOTAL # ATHLETES	TOTAL # COACHES
Basketball	F	1	11	1	1	12	1	0	0	0	2	26	2	49	4
Bowling	F	1	5	1	0	0	0	0	0	0	0	0	0	5	1
Cheer-Fall	F	1	12	1	1	7	1	0	0	0	0	0	0	19	2
Cheer-Winter	F	1	8	1	1	9	1	0	0	0	0	0	0	17	2
Crew	F	1	29	1	1	20	1	0	0	0	0	0	0	49	2
Cross-Country	F	1	31	1	0	0	0	0	0	0	1	12	2	43	3
Field Hockey	F	1	18	2	1	19	1	0	0	0	1	31	1	68	4
Golf	F	1	8	1	0	0	0	0	0	0	0	0	0	8	1
Gymnastics	F	1	16	2	0	0	0	0	0	0	0	0	0	16	2
Lacrosse	F	1	20	2	1	18	2	0	0	0	2	44	4	82	8
Soccer	F	1	27	2	1	21	1	0	0	0	2	44	2	92	5
Softball	F	1	14	2	1	14	1	0	0	0	2	27	2	55	5
Swimming	F	1	15	1	0	0	0	0	0	0	1	16	2	31	3
Tennis	F	1	16	1	1	12	1	0	0	0	0	0	0	28	2
Track-Indoor	F	1	42	2	0	0	0	0	0	0	0	0	0	42	2
Track-Outdoor	F	1	61	2	0	0	0	0	0	0	1	48	3	109	5
Volleyball	F	1	13	1	1	13	1	0	0	0	3	48	3	74	5
TOTAL		17	346	24	10	145	11	0	0	0	15	296	21	787	56

Appendix #29

**PROFESSIONAL SERVICES AGREEMENT
FOR ATHLETIC TRAINING SERVICES**

THIS AGREEMENT is entered into effective as of 11/1/2017 (the “**Effective Date**”), by and between **SYRACUSE ORTHOPEDIC SPECIALISTS, P.C. (“SOS”)** and the Baldwinsville Central School District (“**School District**”).

W I T N E S S E T H:

WHEREAS, SOS employs or contracts with Certified Athletic Trainers (as defined on **Exhibit A** hereto) and support employees; and

WHEREAS, School District is a fully accredited secondary educational institution offering academic and athletic opportunities to its students; and

WHEREAS, SOS desires to assist School District in developing and maintaining an athletic training program and School District desires to obtain the assistance of SOS to complement its interscholastic athletic events and physical education program, each in accordance with the terms set forth herein.

NOW, THEREFORE, the parties agree as follows:

1. **Engagement and Term.**

(a) **Engagement and Initial Term.** Commencing on the Effective Date and continuing for a period of 3 years thereafter (the “**Initial Term**”), SOS shall provide School District with the services of a primary Certified Athletic Trainer (the “**Primary Athletic Trainer**”).

(b) **Renewal Terms.** Upon the expiration of the Initial Term, this Agreement shall automatically renew for successive terms of one (1) year each (each a “**Renewal Term**”), unless either party shall provide the other party with written notice of such party’s intent not to renew the Agreement not less than sixty (60) days prior to the end of the then current term (the Initial Term and each Renewal Term may be hereinafter referred to collectively as the “**Term**”). Each Renewal Term shall be upon the same terms and conditions as are set forth herein, except that the Service Fee for each such Renewal Term shall be determined in accordance with the terms set forth on **Exhibit C**, attached hereto and made a part hereof.

2. **Responsibilities of SOS.**

(a) **Responsibilities of SOS.** SOS shall provide School District with the services of the Primary Athletic Trainer, who shall at all times during the term hereof be either an employee or independent contractor of SOS. In the event the Primary Athletic Trainer is not available to provide the Services (as defined below) at any given time or place specified herein, SOS will provide the services of an alternative athletic trainer or qualified healthcare professional (each a “**Substitute Athletic Trainer**”), which Substitute Athletic Trainer shall be subject to the prior approval of School District’s Athletic Director or, in the absence of School District’s Athletic Director, the approval of the School District’s highest ranking administrator. The approval of each Substitute Athletic Trainer shall not be unreasonably withheld, conditioned or delayed. For purposes of this Agreement, the Primary Athletic Trainer and each Substitute Athletic Trainer may be hereinafter referred to collectively as the “**Athletic Trainer**”.

(b) **Athletic Trainer Relationship.** Except as otherwise provided herein, SOS shall be responsible for the payment to the Athletic Trainer(s) of all compensation and for providing any employment support and benefits, including workers’ compensation coverage, for such personnel as SOS

may elect to provide in its sole discretion. Under no circumstances shall the Athletic Trainer(s) be considered an employee of School District. SOS also reserves the right to utilize intern athletic trainers under the direct supervision of a Certified Athletic Trainer on site at the School District's facilities.

(c) **Specific Services.** SOS, through the Athletic Trainer(s) and its other personnel, shall provide to School District the services listed on **Exhibit A** hereto and such other services as may be mutually agreed upon by SOS and School District (collectively, the "**Services**"). SOS will cause the Athletic Trainer(s) to attend the practices and games of the School District's athletic teams as set forth on **Exhibit B** hereto. In the event of a conflict in the scheduling of the practices or games contemplated by this Agreement, the Primary Athletic Trainer, in consultation with the School District's Athletic Director, will determine the athletic events for which the Athletic Trainer(s) will provide Services. All disputes between the School District's Athletic Director and the Primary Athletic Trainer shall be settled by the Athletic Director, whose determination shall be final and binding upon each of the parties. Except for changes due to weather, School District shall provide SOS with not less than forty-eight (48) hours' prior notice of changes to the practices and games set forth on **Exhibit B** hereto.

(d) **Additional Services.** In the event that School District requests Athletic Trainer(s) Services for other School District sporting events not listed on **Exhibit B** hereto, SOS and School District will attempt to mutually agree on the Services to be provided at such event(s) and any additional fee(s) for such Services. Notwithstanding the forgoing or any other provisions of this Agreement to the contrary, the maximum hours during each calendar year for which SOS shall be obligated to provide Services pursuant to this Agreement shall not exceed eighteen hundred (1800) hours (the "**Maximum Service Hours**") unless otherwise agreed upon by the parties in advance. The School District shall compensate SOS for all agreed upon Services performed in excess of the Maximum Service Hours at the hourly rate set forth on **Exhibit C**, attached hereto and made a part hereof (such rate being hereinafter referred to as the "**Additional Service Fee**"). The Additional Service Fee, if any, shall be in addition to and not in lieu of any other payments required hereunder.

(e) **Athletic Trainer Standards.** The Athletic Trainer(s) providing Services hereunder shall maintain in good standing all licenses, permits and registrations, and all necessary training and expertise to render the Services contemplated by this Agreement. Such training shall include, but not be limited to: the completion of instruction in the operation and use of an automated external defibrillator; and, on a biennial basis, completing a course of instruction relating to mild traumatic brain injuries pursuant to the regulations of the Commissioner of Education. In the event that any of these requirements are not met, SOS shall notify School District immediately and shall make arrangements to provide a Substitute Athletic Trainer who has met such requirements as soon thereafter as may be reasonably possible. Upon request, SOS shall provide the School District with documentation that the Athletic Trainer(s) providing Services in connection with this Agreement meet the aforementioned requirements.

(f) **Professional Standards.** In performing Services under this Agreement, SOS and each Athletic Trainer shall exercise that degree of care and skill as would be exercised by a reasonably prudent athletic trainer in similar settings and under similar circumstances. SOS and each Athletic Trainer shall perform all Services under this Agreement in accordance with any and all regulatory and accreditation standards applicable to the Services to be performed hereunder, and all applicable federal, state and local laws, rules, regulations and policies.

3. **Responsibilities of School District.**

(a) **Supplies and Facilities.** The School District shall provide and maintain an appropriate level of athletic training supplies and provide appropriate facilities for the conduct of any athletic training program, including, without limitation, appropriate equipment for the development of preventative programs. Each of the foregoing shall be determined by the School District's Athletic

Director, in consultation with SOS. In addition, the School District shall be responsible for obtaining all required parental or guardian consents.

(b) **Scheduling.** Subject to the terms set forth herein, the School District shall be solely responsible for determining the times of practice and for scheduling all athletic programs. Notwithstanding the foregoing, any changes or variations to the schedule set forth on **Exhibit B** hereto shall be subject to SOS' prior consent, as set forth in Section 2(d) above.

(c) **School District Physician.** The School District agrees to identify one (1) or more duly licensed physicians who shall be available and serve as the School District's physician(s). The School District shall make such physician(s) or other emergency medical services reasonably available to respond to any and all medical emergencies arising during any of the athletic practices and/or games contemplated herein. Under no circumstances shall the Athletic Trainer(s) be required to perform medical procedures as part of the Services to be provided hereunder. **The School District acknowledges that SOS has not been engaged under this Agreement to provide medical services or to serve as the School District or team physician.**

4. **Compensation for Services Rendered.** As consideration for the Services to be performed hereunder, School District shall pay SOS an annual fee in the amount and upon the terms set forth on **Exhibit C** hereto (the "**Service Fee**"). The parties acknowledge and agree that the Service Fee is intended to compensate SOS for the Services contemplated herein. In the event School District requires SOS to provide the services of Athletic Trainer(s) above and beyond the scope of Services contemplated herein, including, without limitation, out-of-town travel/mileage, lodging, meals and the like, School District shall immediately reimburse SOS for such expenses as they are incurred. The applicable rate for mileage reimbursement shall be the Internal Revenue Service standard mileage reimbursement rate then in effect, as the same may be modified from time to time, unless otherwise agreed upon by SOS and School District.

5. **Insurance.**

(a) **SOS' Insurance.** SOS will be responsible for providing general liability and professional liability insurance for its Services provided under this Agreement with coverage limits in an amount not less than One Million Dollars (\$1,000,000). The School District shall be named as an additional insured party and loss payee on each policy of general liability coverage maintained by SOS hereunder.

(b) **School District's Insurance.** The School District will be responsible for providing general liability and professional liability insurance for the activities or its employees and agents, with coverage limits in an amount not less than One Million Dollars (\$1,000,000). SOS and the Athletic Trainer(s) shall be named as additional insured parties and loss payees on each policy of general liability coverage maintained by School District hereunder.

(c) **Proof of Coverage.** Upon the request of a party, the other party shall provide evidence of such insurance. Such insurance shall require not less than ten (10) days prior written notice to the other party in the event of diminution of coverage, cancellation or lapse.

6. **Indemnification.** Each party (for purposes of this Section 6, the party of the first part shall be referred to as the "**Indemnifying Party**") shall indemnify, defend and hold harmless the other party (for purposes of this Section 6, the party of the second part shall be referred to as the "**Indemnified Party**") from and against: (a) any and all liability arising out of the Indemnifying Party's failure to comply with the terms of this Agreement, and any injury, loss, claims, or damages arising from the negligent operations, acts, or omissions of the Indemnifying Party relating to or arising out of such party's performance of its obligations under this Agreement; and (b) any and all costs and expenses, including reasonable legal expenses, incurred by or on behalf of the Indemnified Party in connection with the defense of such claims.

Notwithstanding the foregoing, no party shall be liable to any other party hereunder for any claim covered by insurance, except to the extent of any deductible and to the extent that the liability of such party exceeds the amount of such insurance coverage.

7. Relationship Between the Parties.

(a) **Relationship of the Parties.** SOS, the Athletic Trainer(s) and School District shall act at all times under this Agreement as independent contractors. Nothing in this Agreement shall be construed or be deemed to create a relationship of employer and employee or principal and agent or any relationship other than that of independent parties contracting with each other solely for the purpose of carrying out the purposes expressed in this Agreement. Each party shall be and remain responsible for all hiring and firing decisions relating to its personnel and for all costs associated with its personnel, including but not limited to salaries, wages, other compensation, taxes, tax withholding and fringe benefits (if any).

(b) **Authority Over and Responsibility for Professional Services.** The School District shall not exercise any control over SOS and/or the Athletic Trainer(s) in the provision of Services hereunder. For purposes of clarification, the foregoing is intended to pertain to the manner in which SOS and/or the Athletic Trainer(s) provide Services hereunder, provided that such Services are performed in accordance with commonly accepted industry practices. The parties further agree that no party shall assume any of the responsibilities for any consequences thereof to the other parties to this Agreement, except as otherwise stated herein.

8. Termination.

(a) **Termination.** This Agreement may be terminated by either SOS or School District upon the occurrence of any of the following events:

- (i) at any time without cause upon the mutual agreement of the parties; or
- (ii) upon a party's giving notice to the other party of the existence of "cause" for termination. For this purpose, "cause" shall be defined as any party's failure to fulfill its material obligations specified in this Agreement, if such failure continues without cure for a period of thirty (30) days after notice thereof has been provided to the breaching party by the other party.

(b) **Effect of Termination.**

(i) **Effect of Termination.** Upon the termination of this Agreement pursuant to this Section 8, none of the parties shall have further rights or obligations hereunder, except with respect to any rights or obligations accruing prior to the date and time of termination or surviving termination in accordance with the terms of this Agreement. No party shall be entitled to damages upon a breach by any other party for any loss of anticipated profits. In connection with the foregoing, any Service Fee or other compensation payable hereunder with respect to the Services rendered by or on behalf of SOS prior to the date of termination shall be paid in accordance with the terms of this Agreement. The termination provisions of this Section 8 shall not be exclusive, but rather shall be in addition to any rights or remedies at law or in equity, or under this Agreement.

(ii) **Survival.** The provisions of this Agreement that require the performance of obligations by either party after the termination of this Agreement, including, without limitation, the requirements set forth in Section 9 below, shall survive such termination.

9. Non-Solicitation. The School District hereby covenants and agrees that it will not, during the Term of this Agreement and for a period of three (3) years thereafter, either directly or indirectly, on

School District's own behalf or on behalf of others, solicit or divert or attempt to solicit or divert, for employment or hire any employee and/or independent contractor of SOS who, as of the date of solicitation, diversion or hire or within twelve (12) months prior to the date of solicitation, diversion or hire (as applicable), is or was employed or otherwise engaged by SOS, its successors or assigns, in connection with the performance of Services hereunder. The foregoing restriction is intended to include, without limitation, all Athletic Trainer(s) who perform Services hereunder.

10. **Miscellaneous.**

(a) **Entire Agreement; Binding Effect; Amendment.** This Agreement constitutes the entire agreement of the parties hereto with respect to the subject matter hereof and supersedes all previous and contemporaneous oral or written negotiations, agreements, arrangements and understandings relating to the subject matter hereof. This Agreement shall be binding upon and inure to the benefit of the parties hereto and upon their respective successors and permitted assigns. Except as may be expressly authorized in this Agreement, this Agreement may be amended or modified only by a written agreement executed by both parties.

(b) **Assignment.** This Agreement and the rights and obligations created hereunder shall not be assignable by any party.

(c) **Waiver of Breach.** Each covenant hereof is a condition, and each condition hereof is as well a covenant by the parties bound thereby, unless waived in writing by the parties hereto. No failure or delay on the part of any party hereto in the exercise of any power or right, and no course of dealing between the parties, shall operate as a waiver of such power or right, nor shall any single or partial exercise of any power or right preclude other or further exercise thereof or the exercise of any other power or right. No waiver by a party hereto of any condition or of any breach of any term contained in this Agreement shall be effective unless in writing, and no waiver in any one or more instances shall be deemed to be a further or continuing waiver of any such condition or breach in other instances or a waiver of any other condition or breach of any other term.

(d) **Severability.** If any provision of this Agreement is held to be invalid, illegal or unenforceable, then that provision shall be reformed to the maximum extent permitted to preserve the parties' original intent as agreed by the parties; failing which, such provision shall be severed from this Agreement with the balance of the Agreement continuing in full force and effect. Such occurrence shall not have the effect of rendering the provision in question invalid in any other jurisdiction, case or circumstance, or of rendering invalid any other provisions of this Agreement to the extent that such other provisions are not themselves actually in conflict with any applicable law.

(e) **Notice.** Any notice or other communication under this Agreement shall be in writing and shall be given by personal delivery or by prepaid certified United States Mail, return receipt requested, to each party at its address as set forth below or such address as such party shall furnish to the other in writing:

If to SOS:

Syracuse Orthopedic Specialists, P.C.
5824 Widewaters Parkway
East Syracuse, New York 13057

If to School District:

Baldwinsville Central School District
Attn: Superintendent of Schools
29 East Oneida Street
Baldwinsville, New York 13027

Notice shall be deemed to have been effectively given at the time it is personally delivered with receipt or upon actual receipt (and refusal of receipt shall be deemed to constitute receipt hereunder). Any party may change the address or designated person to whom notices may be sent by notice to the other party as provided herein.

(f) **Costs of Enforcement.** In any dispute arising under or relating to this Agreement, the prevailing party shall be entitled to recover the costs of adjudicating such disputes, including but not limited to reasonable legal fees and expenses incurred. For this purpose, the term “prevailing party” shall mean the party whose position is substantially sustained in the settlement or in the final judgment rendered in any litigation.

(g) **Governing Law.** This Agreement shall be governed in all respects, and construed in accordance with, the laws of the State of New York without regard to the application of its conflict of laws rules.

(h) **Headings.** The headings appearing in this Agreement are for convenience and reference only and shall not be deemed to govern, limit, modify or in any manner affect the scope, meaning or intent of the provisions of this Agreement.

(i) **Counterparts.** This Agreement may be executed in any number of counterparts, and by each of the undersigned on separate counterparts, and each such counterpart shall be deemed to be an original, but all such counterparts put together shall constitute but one and the same Agreement.

(j) **Third Party Beneficiaries.** This Agreement is entered into for the sole benefit of SOS and School District. Nothing contained herein or in the parties’ course of dealings shall be construed as conferring any third party beneficiary status on any person or entity not a party to this Agreement, including, without limitation, any Athletic Trainer.

(k) **Confidentiality.** The parties acknowledge and agree that this Agreement is confidential. No party hereto shall disclose this Agreement or any terms hereof to any third parties except as may be necessary to obtain advice and counseling from one’s attorneys, accountants or financial advisors or as may otherwise be required by applicable law and/or through legal process. Notwithstanding the foregoing, the parties acknowledge that the School District, as a public entity, may be subject to Freedom of Information and others laws applicable to the availability of public documents. The School District’s compliance with such laws shall in no way be considered a violation or breach of its obligations hereunder.

[SIGNATURES APPEAR ON FOLLOWING PAGE]

IN WITNESS WHEREOF, the parties hereby execute this Professional Services Agreement on the day and year first set forth above.

SYRACUSE ORTHOPEDIC SPECIALISTS, P.C.

By: _____
Name: Amy Grover, MS, ATC
Title: Sports Medicine Coordinator

BALDWINSVILLE CENTRAL SCHOOL DISTRICT

By: _____
Name: Mr. Matthew McDonald
Title: Superintendent of Schools

EXHIBIT A**SERVICES**

SOS agrees to provide School District, its coaching staff and athletes with the services of the Certified Athletic Trainer(s). For purposes of this Agreement, a “**Certified Athletic Trainer**” (herein also referred to as “**ATC**”) is defined as an allied health care professional recognized by the American Medical Association who is trained specifically to deal with sports related injuries. The Certified Athletic Trainer is responsible for the appropriate recommendations regarding injury prevention, assessment, care, and playing status or the need for referral to appropriate medical personnel.

A. SOS WILL PROVIDE THE FOLLOWING COVERAGE:**1. School District Visitation:**

The Certified Athletic Trainer will come to the School District for practices and games listed on **Exhibit B** of this Agreement, for up to forty (40) hours each calendar week, to perform the following: assess athletic injuries and make appropriate recommendations regarding injury care and prevention; administer appropriate first aid and emergency care to the injured athlete; and assist in the treatment, reconditioning, and management of athletic injuries; PROVIDED, HOWEVER, that nothing herein shall obligate or require the Certified Athletic Trainer to engage in the practice of medicine.

2. Game Coverage.

The Certified Athletic Trainer will arrive at least one (1) hour prior to the contest to provide necessary protective measures such as taping, wrapping, and/or protective padding. He or she will assess and provide immediate care for injuries to the extent permitted under applicable law and make recommendations regarding playing status of the injured athlete. During the contest, he or she will provide immediate care of athletic injury and physical conditions. Following the contest, the Certified Athletic Trainer will provide follow-up care to all injuries and facilitate triage for further medical treatment as appropriate.

B. PHYSICIAN REFERRAL:

In the event that the Certified Athletic Trainer feels the athlete requires further medical attention, the ATC will facilitate prompt referral for appropriate care in conjunction with the team physician. Under no circumstances shall the ATC be obligated to provide medical attention which he or she is not licensed to perform.

EXHIBIT B

SCHEDULE OF PRACTICES/GAMES

[To Be Completed by SOS and School District]

EXHIBIT C

SERVICE FEE

A. SERVICE FEE (INITIAL TERM):

SOS will bill School District the following amounts during the Initial Term for the performance of the Services outlined in **Exhibit A** of this Agreement.

- a. \$60,000

Athletic Training supplies shall be budgeted separately and paid for by the School District. Compensation for Services during the Initial Term shall be made in ten (10) equal installments (detailed below). In the event payment is not made in full within thirty (30) calendar days of the invoice date, SOS reserves the right to impose a late charge of one and 50/100 percent (1.5%) each month on the outstanding amount(s). SOS will invoice School District on the first of each month beginning in September, 2018. The terms “Per Diem” and “Expenses” utilized in the following table are defined below.

Invoice Date	Amount Due	Payment Due
<i>School Year 2018-2019</i>		
9-1-18	\$6,000 + Per Diem + Expenses	9-30-18
10-1-18	\$6,000 + Per Diem + Expenses	10-30-18
11-1-18	\$6,000 + Per Diem + Expenses	11-30-18
12-1-18	\$6,000 + Per Diem + Expenses	12-30-18
1-1-19	\$6,000+ Per Diem + Expenses	1-30-19
2-1-19	\$6,000+ Per Diem + Expenses	2-30-19
3-1-19	\$6,000+ Per Diem + Expenses	3-30-19
4-1-19	\$6,000+ Per Diem + Expenses	4-30-19
5-1-19	\$6,000+ Per Diem + Expenses	5-30-19
6-1-19	\$6,000+ Per Diem + Expenses	6-30-19
7-1-19	Per Diem + Expenses	7-30-19

B: SERVICE FEE (RENEWAL TERM):

The Service Fee for each Renewal Term, if any, shall be \$61,800 for the 2019-- 2020 School District Year and \$63,645 for the 2020-- 2021 School District Year.

C. FEE FOR ADDITIONAL SERVICES:

For all Services performed in excess of the Maximum Services Hours, School District shall compensate SOS at the rate of \$45 per hour (“**Per Diem**”). Such additional fee shall be paid together with the monthly installment of the Service Fee (described above) for the month immediately following the month in which the additional services were performed. All Services in excess of the Maximum Service Hours, together with the resulting additional fee, shall be reflected on the invoices described in “A” above.

D. ADDITIONAL EXPENSES:

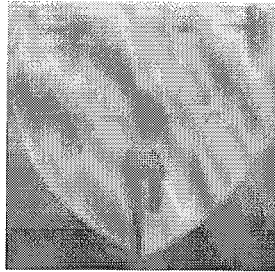
Pre-approved mileage (at the then standard mileage reimbursement rate as set forth in the Internal Revenue Code of 1986, as amended) and cell phone expenses shall be paid together with the monthly installment of the Service Fee (described above) for the month immediately following the month in which the additional services were performed (the “**Expenses**”).

- a. Cell phone = \$50/athletic trainer
- b. Mileage = see above

Appendix #30

ELEMENTARY PHYSICAL EDUCATION:

Sample Strategies for Incorporating Physical Education and Physical Activity into the K-3 Classroom



Regulations of the Commissioner of Education
Section 135.4 (c)(2)(i)(a) and Section 135.4 (c)(4)(i)
The University of the State of New York
THE STATE EDUCATION DEPARTMENT

2011

ACKNOWLEDGMENTS
Elementary Physical Education Committee

Patricia Kocialski, MEd (Retired)
Associate in Physical Education
Office of Curriculum and Instruction
New York State Education Department

Robert Zifchock – Chair
Director of Health, Physical Education (Retired)
Nyack CSD

Lisa Hrehor, Professor
SUNY Binghamton

Alissa James, Professor
SUNY Brockport

David Garbarino, President
NYS Council of Administrators

Murphee Hayes
Director of Physical Education
Whitney Point CSD

Fritz Kilian
Director of Physical Education
Brighton CSD

Christopher Wert
Physical Education Teacher
Corning-Painted Post CSD

Jennifer Higgins
Physical Education Teacher
Amherst CSD

Jeffrey Manwarning
Director of Physical Education
Elmira CSD.

GENERAL INFORMATION

This document was developed to provide school districts with appropriate information and resources to incorporate active learning into the core curriculum at the K-3 levels.

Childhood obesity rates have been climbing on a regular basis. In the report, *F as in Fat: How Obesity Policies Are Failing in America 2009*, a report released on July 1, 2009 by the Trust for America's Health (TFAH) and the Robert Wood Johnson Foundation, lists the child obesity and overweight percentage for New York State at 32.9% putting New York State at a rank of 18 on the list for high obesity rates. The State Education Department recognizes that the obesity crisis facing our youth will need a multifaceted approach that involves parents, community, and businesses and not just a school based approach. However, physical education and an increase in opportunity for physical activity are pieces of the answer that school districts can address.

The State Education Department is providing school districts with this document to help districts address a variety of issues such as:

- Addressing the obesity crisis by increasing the activity level of students;
- Assist in the attainment of required compliance for physical education instruction;
- Increasing student attention and readiness to learn through active learning.

SUPPORTING ACADEMIC SUCCESS

Research on the positive relationship between physical education, physical activity and academic performance is a growing field and both physical education instruction and physical activity have been found to have a positive relationship on academic success. From a classic 1973 study published in *Developmental Psychology*, to recent articles in professional journals such as the *Journal of Pediatrics*, *Journal of School Health*, and *Archives of Pediatrics & Adolescent Health*, to the December 2009-January 2010 issue of *Educational Leadership* that focused entirely on health and learning, physical activity and physical education instruction are key factors that lead students to better academic performance.

- correctly lead by example; and
- receive guidance and comment on the physical education lessons and/or activities they provide.

A common question received by the State Education Department, Office of Curriculum and Instruction is on the use of “recess” for the purposes of meeting the physical education instruction requirement. This has been addressed in appeals to the Commissioner of Education which provide that , “[u]nstructured play at recess or structured play under the supervision of a lunchroom monitor does not constitute physical education and may not be included as part of a district’s physical education program. See, e.g., Appeal of Phillips, 37 Ed Dept Rep 204, Decision No. 13,843; Appeal of Williams, 32 Ed Dept Rep 621, Decision No. 12,934. .

SAMPLE SCENARIOS FOR INTEGRATING PHYSICAL EDUCATION INSTRUCTION INTO THE ELEMENTARY CLASSROOM

Integrating physical education instruction into the elementary classroom can take many forms. It can be as simple as the elementary classroom teacher directly providing physical education instruction in class or physical education instruction by the elementary classroom teacher into the core curriculum. Sample scenarios for integrating physical education into the elementary classroom are provided below. The lessons taught by the elementary classroom teacher *must* be under the direction and supervision of a certified physical education teacher.

Example 1: School District A: physical education lessons taught in the classroom

Grades K-3 receives physical education instruction by the certified physical education teacher three times per week for a total of 90 minutes of instruction. The remaining requirement of 30 minutes of instruction and two days will be taught by the elementary classroom teacher under the direction and supervision of a certified physical education teacher on the other two days for a block of 15 minutes each. The classroom teacher and the physical education teacher will collaborate on the activities to be taught during this time to ensure the continuity of the instructional program.

Example 2: School District B: physical education lessons included in the core curriculum lessons

Grade K-4 physical education classes are with a certified physical education teacher 2 days per week for 30 minutes each day (total 60 minutes per week). The remaining day/time requirement is being met with a curriculum that integrates physical education

SAMPLE SCENARIOS TO INCORPORATE PHYSICAL ACTIVITY INTO THE ELEMENTARY CLASSROOM

The following scenarios are samples of how schools may increase the amount of physical activity in a variety of ways throughout the school day by the elementary classroom teacher or the physical education teacher, in addition to the formal physical education instruction required by the Commissioner's regulations. Sample scenarios for incorporating physical activity in the classroom are provided below. The following activities should be done with the direction and supervision of a certified physical education teacher to ensure they are age appropriate and safe for students to perform.

Example 1: School District C: adding physical activity to each day

Grades K-6 receive physical education with the certified physical education teacher the appropriate number of days and minutes per week (120).

To add additional physical activity to the student's day, each day, elementary classroom teacher's provide a "take five" exercise break during the morning and afternoon of each school day. Each exercise is sequential in skills, appropriate for each grade level, learned for correct performance, and safe for student performance and designed to be compatible for use in the classroom.

Example 2: School District D: adding physical activity throughout the day

All grades K-3 receive the required amount of instructional physical education by the certified physical education teacher. The school district recognizes the benefits of physical activity on academic performance and desires to increase the amount of physical activity for each student. To build more physical activity into the entire school day, the district provided exercise balls for each student and teacher to use in lieu of chairs in every classroom. The entire staff received a full day of instruction prior to the beginning of the school year on the benefits and use of exercise balls such as how to build core strength and how to use them for exercise routines). In addition, the staff receives updates on new activities and exercises from the physical education teacher at the monthly faculty meeting.

Example 3: School District E: adding physical activity and physical education at the beginning of each day

All grades K-6 receive the appropriate days and time for required physical education instruction. The school district recognizes the benefits of physical activity on academic performance and has decided to increase the amount of physical activity for each student. The district chooses to begin each school day with an 8 minute lesson led by a

APPENDIX

PHYSICAL EDUCATION AND ELA

Grade Level: K

New York State Physical Education Learning Standards

#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.

Key Idea: Students will:

A. 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.

B. design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance, and body composition.

#2 A Safe & Healthy Environment

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

Key Idea: Students will:

A. 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.

B. be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

#3 Resource Management

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

Key Idea: Students will:

A. will be aware of and able to access opportunities available to them within their community to engage in physical activity.

B. be informed consumers and be able to evaluate facilities and programs.

C. be aware of some career options in the field of physical fitness and sports.

Grade Level: 1

New York State Physical Education Learning Standards

#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.

Key Idea: Students will:

_____ **A.** 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.

_____ **B.** design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance, and body composition.

#2 A Safe & Healthy Environment

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

Key Idea: Students will:

 X **A.** 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.

 X **B.** be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

#3 Resource Management

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

Key Idea: Students will:

_____ **A.** will be aware of and able to access opportunities available to them within their community to engage in physical activity.

_____ **B.** be informed consumers and be able to evaluate facilities and programs.

_____ **C.** be aware of some career options in the field of physical fitness and sports.

Grade Level: 2

New York State Physical Education Learning Standards

#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.

Key Idea: Students will:

 X **A.** 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.

 B. design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance, and body composition.

#2 A Safe & Healthy Environment

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

Key Idea: Students will:

 A. 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.

 X **B.** be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

#3 Resource Management

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

Key Idea: Students will:

 A. will be aware of and able to access opportunities available to them within their community to engage in physical activity.

 B. be informed consumers and be able to evaluate facilities and programs.

 C. be aware of some career options in the field of physical fitness and sports.

Grade Level: 3

New York State Physical Education Learning Standards

#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.

Key Idea: Students will:

 X **A.** 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.

 B. design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance, and body composition.

#2 A Safe & Healthy Environment

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

Key Idea: Students will:

 A. 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.

 X **B.** be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

#3 Resource Management

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

Key Idea: Students will:

 A. will be aware of and able to access opportunities available to them within their community to engage in physical activity.

 B. be informed consumers and be able to evaluate facilities and programs.

 C. be aware of some career options in the field of physical fitness and sports.

PHYSICAL EDUCATION AND SOCIAL STUDIES

Grade Level: K

New York State Physical Education Learning Standards

#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.

Key Idea: Students will:

 X **A.** 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.

 B. design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance, and body composition.

#2 A Safe & Healthy Environment

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

Key Idea: Students will:

 A. 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.

 X **B.** be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

#3 Resource Management

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

Key Idea: Students will:

 A. will be aware of and able to access opportunities available to them within their community to engage in physical activity.

 B. be informed consumers and be able to evaluate facilities and programs.

 C. be aware of some career options in the field of physical fitness and sports.

- Flat tire - hopping
- Interstate driving - running
- Out of gas - take a break--sit where you are!
- Traffic jam - do 3 modified push-ups
- It's raining - put on your windshield wipers by doing jumping jacks
- Emergency - freeze
- Ambulance - students pull over to outer side of area
- Stuck in the mud - jog in place

If the teacher observes any student disobeying the traffic laws, then that student should receive a warning or a ticket by putting an **X** on their license. If a student receives 3 tickets his/her license is "revoked" (i.e., they sit out for one or two commands to observe how "safe drivers" travel).

Title: Where Are You Going?

Interdisciplinary: Social Studies: Identify and locate directions, physical; features on a globe or map

Physical Education: Reviews locomotor skills

Time: 12 Minutes

Safety: Head on a swivel, look forward, travel in clear pathways, careful of obstacles

Materials: If desired a license for each person, directions to give commands

Modifications: None

Assessment: Observation

Lesson Focus:

To prepare, label each wall of the room with the proper cardinal directions. In order to begin to use a map effectively, you must be able to determine direction. The cardinal directions are north, south, east and west. The intermediate directions lie halfway between the cardinal directions. They are northeast, southeast, southwest and northwest. Follow my directions as I have you move in certain ways in different directions. Add intermediate directions when you feel the students are ready. Have a good stop and go signal to keep control.

- Skip south
- Run north
- Leap east
- Bear walk west
- Walk north and perform 2 jumping jacks upon arrival
- Slide east
- Jog and touch all 4 directions
- Hop and follow the path of the sun

Title: State Tag

Interdisciplinary: Social Studies: History of US and New York

Physical Education: Reviews locomotor, dodging and fleeing skills

Time: 12 Minutes

Safety: Head on a swivel, look forward, travel in clear pathways, careful of obstacles

Materials: 50 state cards

Modifications: None

Assessment: Observation

Lesson Focus:

Each player is given two cards at the start of the game. On each card is a picture of a state and on the opposite side some information about that state. On the signal, players try to tag each other (everyone is a tagger). If a player is tagged, the two players have to face each other. The player who was tagged must show a card to the tagger. If the tagger guesses the name of the state shown on the card, he/she is given the card. The object is to gather as many cards as possible. No one is ever eliminated-they may continue to tag payers with cards in order to regain cards of their own.

Variation: If a player guesses the state and correctly answers a trivia question about the state, he/she gets all of the cards the tagger is holding

Title: West African Jumping

Interdisciplinary: Social Studies: World Communities

Physical Education: Locomotor skill of Jumping

Time: 12 Minutes

Safety: Remain in self space with a partner

Materials: None

Modifications: None

Assessment: Observation

Lesson Focus:

Children form pairs and stand facing each other. The players decide who the “same” winner is and who the “different” winner is. The game begins with the players jumping in place 6 times. On the 6th jump, both players randomly stick one foot forward when they land. If the feet match on the same side, the “same” player wins, if the feet are on opposite sides, the “different” player wins. The game continues with the players jumping 6 times again. Play to 7. Find a new partner to play against. This is basically a jumping version of rock, paper, scissors.

Title: Numbers Are Fun

Interdisciplinary: Math, K.S.5: Identify more, less, and same amounts from pictographs.

Physical Education: Locomotor movements, exercises designed to increase heart rate, health benefits

Time: 10-12 Minutes

Safety: Students need to be careful of desks, chairs, and any other objects that may be a hazard in the classroom. The teacher may want to move desks and chairs to the perimeter of the room to create an open area in the middle of the room.

Materials: Number flash cards with (symbols equal to the number represented for the card).

Modifications: None

Assessment: Observation and verbal response by students

Lesson Focus:

Physical activity helps keep our body strong and healthy. Feeling fit can help you learn better and feel good! We should participate in some form of physical activity every day for at least 60 minutes or 1 hour! Wow. That is a long time. What do you do to stay healthy? Are you active at school? How about at recess or in physical education? What do you do at home to be active? Today our classroom activity will not only get you moving but it will also help you with your math!

How to Play: The teacher shows a card and calls on individuals to identify that number represented by the symbols (pictographs) displayed. When the correct answer is given, the teacher then asks **all** students to perform a specific task that matches that number (a list of exercises the children already know will be provided by the physical education teacher). For example: 8 jumping jacks. The teacher can have students give different answers by asking what number comes after or before the number shown. For example: what number comes after 11, and then have students perform the bear walk for a 12 count. The teacher can be creative and have students finish patterns or count by 2's, 5's, or 10's if ready.

Title: Counting Fun

Interdisciplinary: Math, 1.N4.: Identify number names orally through 100; and 1.N.5: Count forward by 1's to 100, 2's to 20, 5's to 50 and 10's to 100.

Physical Education: Locomotor movements, Intensity

Time: 10-12 Minutes

Safety: Students need to be careful of desks, chairs, and any other objects that may be a hazard in the classroom. The teacher may want to move desks and chairs to the perimeter of the room to create an open area in the middle of the room.

Materials: Flash cards 1-100 or paper plates with the numbers 1-100 written on them.

Modifications: None

Assessment: Observation

Lesson Focus:

Physical activity encourages your heart to beat stronger, your lungs to breathe better and your muscles to grow stronger. Today we will be moving around the room attempting to increase our heart rate. Put one hand over your chest right now. Your heart is beating but not very fast. Remember this feeling. At the end our activity, we will check our heart rate again using our hand. Hopefully, you will be able to feel the difference. Did you begin to sweat? Did your body get hot? These are other ways that we can simply measure how hard our workout was!

Take 100 paper plates and put numbers 1-100 on them. Turn them upside down on the floor so that the numbers are not visible. Time the class to see how quickly they can pick up the plates and put them in numerical order. Each student may pick up one plate at time and set it in the designated spot and go get another. Watch cannot be stopped until all are in proper order. Stop the watch while checking.

Variation: Spread out the paper plates. Each student starts at his/her own number. On "go," each students searches for his/her next number in the correct order. Continue until each student reaches his/her original number. Can also have the students attempt to count by two's, five's, ten's or even or odds.

***Vary the locomotor skill when traveling from plate to plate.

Title: Money, Money, Money

Interdisciplinary: Math, 2.M.8: The multiple uses of numbers in the real world-practice the exchange and counting of money (up to \$1.00).

Physical Education: Health Related Fitness: Muscular Endurance

Time: 10-12 Minutes

Safety: Students need to be careful of desks, chairs, and any other objects that may be a hazard in the classroom. The teacher may want to move desks and chairs to the perimeter of the room to create an open area in the middle of the room.

Materials: Plastic coins

Modifications: None

Assessment: Observation

Lesson Focus:

Strong muscles allow us to participate in a variety of activities, including chores, school and play. Muscles that have good endurance allow us to play and work safely for long periods. This fun activity will help us increase our muscular endurance. In other words, how long can you perform an activity using your muscles without getting tired. If you have good muscular endurance you will also have good posture, strong bones and strong muscles!

Have students pair up and assume a push-up position facing one another leaving enough space in between to make a "stack" of coins. On your signal have them begin forming ONE stack in front of them. They must use different denominations of coins so that they are different in size. In other words, the same two types of coins should never be touching. The object is to stay in push-up position and alternating turns to make the tallest stack of coins. When the time is up or the stack has fallen, have them add up the total amount of the coins. You can have a table where they exchange some of their coins for bills. Pairs can play against another set of pairs to see who ends up with the most money at the end of the game.

Title: Math Shootout

Interdisciplinary: Math, 3.N.18, 3.N.19, 3.N.22: Add, subtract, multiply and divide whole numbers.

Physical Education: Locomotor movements, exercises to increase heart rate.

Time: 10-12 Minutes

Safety: Students need to be careful of desks, chairs, and any other objects that may be a hazard in the classroom.

Materials: None

Modifications: None

Assessment: Observation

Lesson Focus:

Each student finds a partner. The object of the game is to be the first person to get the correct answer. Each partner shoots out one hand with any number of fingers. Add them up and shout the answer first. Can then use two hands and try multiplication. Whoever shouts out the correct answer first gets a point and gets to choose the exercise that both partners complete the number of times as their answer.

e.g. Addition. Partner 1 shoots a 5 and Partner 2 shoots a 3=8, Partner 1 shouted it out first and decides that they will perform 8 stride jumps.

Variation: Have the students travel around the room to music using a designated locomotor skill. When the music stops, the students all find a partner. Continue the same way as above but have them travel after each round. Not only does this get them moving and increasing their heart rate more but it also allows them to work with different students for each round.

Title: This space is mine!

Interdisciplinary: Science, S 3.1a: Matter takes up space and has mass. Two objects cannot occupy the same place at the same time.

Physical Education: Review locomotor skills

Time: 12 Minutes

Safety: Travel in clear pathways.

Materials: Radio, record player, iPod, flute, or other music producing device; poly spots

Modifications: None

Assessment: Observation, thumbs up/thumbs down when in a habitat

Lesson Focus:

This is a form of 'musical chairs' where only one student may occupy a specific space when the music or direction to stop is given. Move desks toward the walls leaving an open space in the center or do the activity outside. Place enough poly spots for all students on the floor.

Directions for students:

1. Review various locomotor movements with students (hop, skip, jump, etc. If doing the activity outside add more vigorous movements such as run, leap, gallop, etc.
2. Remind students about safety and they are not to touch anyone while doing this activity.
3. Review the science lesson presented on matter - it takes up space and has mass.
4. Tell students they are all matter and they take up space. Ask students to slowly walk to a poly spot and stand on it.
5. Direct students to leave their spot and begin HOPPING when the music starts. When the music stops they have to WALK to the closest spot. Allow them to do the movement for 10-15 seconds then stop the music while students walk to a spot.

Level: 1

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#3 Resource Management

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

Key Idea: Students will:

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Level: 2

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Level:

3

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5. Once all of the bean bags are gone from the middle, the person on the team with the credit card may go to another team's plate (hula hoop) and take one bean bag (food) and bring it back to her/his plate. Or, (s)he may take an unwanted food item (only one) from his plate and drop it in another person's plate. Students must only do one or the other when it's their turn - not both. In other words, if (s)he takes a food from another team's plate, (s)he may not also drop one of her/his unwanted foods on their plate- only one or the other per turn. Note: Students want a well-balanced meal so "unwanted" foods would be too many items from the same food group.
6. Inform the students to not block or hide bean bags and to place, not throw, the bean bags into the hoops(plates). During the game the teacher walks around and asks teams what type of foods they have on their plate. When the music stops (play this activity for about five minutes), each team will bring their plate to the middle of the gym. Each team separates their bean bags into each food group and discusses a well-balanced meal, the need for exercise to burn any extra "unwanted" foods to maintain a healthy weight, etc.

Energizers

WEBSITE: www.ncpe4me.com/energizers.html

Energizers are classroom-based physical activities that integrate physical activity with academic concepts. These are short activities that classroom teachers can use. There are different sets of activities available for elementary and middle school classes. Provided by the North Carolina Department of Public Instruction.

Health E Tips-Just-A-Minute (JAM) School Program

WEBSITE: www.healthetips.com/jam-program.php

The *JAM School Program* brings health education and daily activity into the classroom. JAM is designed to teach healthier lifestyles habits to children and adults. It delivers a weekly 1-minute exercise routine (the JAMmin'Minute) and a monthly health newsletter (Health-E-Tips).

Move in the Classroom

WEBSITE: www.moveintheclassroom.com

This website provides a set of quick one-sentence tips to incorporate physical activity into various subjects areas (art, language arts, math, psychology, science, social studies, speech communication, and foreign languages). Provided by Julian Reed, EdD, Assistant Professor of Health and Exercise Science at Furman University, Greenville SC.

Action Based Learning

WEBSITE: www.actionbasedlearning.com

Action Based Learning is an educational consulting firm featuring award winning Consultant and Speaker, Jean Blaydes Madigan, an internationally known Neurokinesiologist. She is a master at making the connections between physical activity and academic performance.

Spark

WEBSITE: www.stationpe.com

Station PE are Activities for implementing sections of the coordinated school health programs in your school, including literacy training and many other fun activities.

Developed by Activity Promotion Laboratory College of Health and Human Performance of East Carolina University, this is a classroom based physical activity program for students K-5th grades. It is a curriculum tool created by teachers for teachers and students that integrates academic learning objectives with movement that is safe and age appropriate 10 minute physical activity.

HeartPower!

WEBSITE: www.americanheart.org/heartpower

Developed by the America Heart Association

HeartPower! includes free, science-based lesson ideas and activities that help make learning about heart-health easy for all educators and fun for students. Lesson ideas may be sorted by curriculum, grade level, lifestyle message and type of material. HeartPower! also offers lesson ideas in Spanish for Pre K through 1st grade.

BAM! Body and Mind

WEBSITE: www.bam.gov (click on teacher's corner)

BAM! Was developed by the Center of Disease Control *BAM! Body and Mind* also serves as an aid to teachers, providing them with interactive, educational, and fun activities that are linked to national education standards for science and health set by the National Research Council, the American Association for the Advancement of Science, and the Joint Committee for National School Health Education Standards. Representatives from Association for the Advancement of Health Education; the American Public Health Association; the American School Health Association; the Society of State Directors of Health; Physical Education and Recreation; and the American Cancer Society composed the committee. These standards are used by teachers, teacher educators, and national organizations across the country. In addition, most state departments of education use the science standards in whole or in part to set their state curricula.

BOOKS

Clancy, M.E. (2006). *Active bodies, active brains: Building thinking skills through physical activity*. Champaign, IL.: Human Kinetics.

Lattanzi Roser, S (2009). *Energizers! 88 Quick Movement Activities That Refresh and Refocus-K-6*. Northeast Foundation of Children, Special Edition.

Sutherland, C. (2006). *No gym? No Problem! Physical activities for tight spaces*. Champaign, IL: Human Kinetics.

8 CRR-NY 135.4NY-CRR

OFFICIAL COMPILATION OF CODES, RULES AND REGULATIONS OF THE
STATE OF NEW YORK
TITLE 8. EDUCATION DEPARTMENT
CHAPTER II. REGULATIONS OF THE COMMISSIONER
SUBCHAPTER G. HEALTH AND PHYSICAL EDUCATION
PART 135. HEALTH, PHYSICAL EDUCATION AND RECREATION

Current through June 30, 2017

8 CRR-NY 135.4

8 CRR-NY 135.4

135.1 Definitions.

Definitions as used in this Part:

- (a) **Commissioner** means the Commissioner of Education.
- (b) **Department** means the Education Department of the State of New York.
- (c) **Satisfactory, appropriate, approved, acceptable, adequate, equivalent, essential, sufficient, suitable** mean satisfactory, appropriate, approved, acceptable, adequate, equivalent, essential, sufficient, suitable, respectively, in the judgment of the commissioner.
- (d) **School personnel** means persons employed by school authorities in conducting the schools.
- (e) **Adaptive physical education** means a specially designed program of developmental activities, games, sports and rhythms suited to the interests, capacities and limitations of pupils with handicapping conditions who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program.
- (f) **Athletic association** means an approved central organization of schools joined together on a large geographic area or statewide basis for the purpose of governing athletic programs for all its member schools.
- (g) **Bona fide student** means a regularly enrolled student who is taking sufficient subjects to make an aggregate amount of three courses and who satisfies the physical education requirement.
- (h) **Extraclass periods in physical education** mean those sessions organized for instruction and practice in skills, attitudes and knowledge through participation in individual, group and team activities organized on an intramural, extramural or interschool athletic basis to supplement regular physical education class instruction.
- (i) **Extramural activities** mean those games or other events which involve the participation of pupils from two or more school districts and which are conducted as play-days or sports days at the end of the intramural season.
- (j) **Health education** means instruction in understandings, attitudes and behavior in regard to the several dimensions of health. This instruction relates to alcohol, tobacco and other drugs, safety, mental health, nutrition, dental health, sensory perception, disease prevention and control, environmental and public health, consumer health, first aid, and other health-related areas.

(k) **Instructional physical education** means the required physical education program which has as its foundation planned sequential learning experiences for all students.

(l) **Interschool activities** mean those which provide competition between representatives of two or more schools and which offer enriched opportunities for the selected and more highly skilled individuals.

(m) **Intramural activities** mean those activities conducted within one school district involving only those pupils enrolled in such school district and which are organized to serve the entire enrollment.

(n) **Invitation activities** mean those games or other events dealing with one sport, arranged by invitation of one school to one or more other schools without leading to any formal schedule and championship.

(o) **League** means an organization of schools joined for the purpose of providing athletic competition among schools of comparable size, interests, and within reasonable distance of each other.

(p) **Mixed competition** means the combination of male and female pupils participating on the same interschool athletic teams.

(q) **Organized practice** means a session of an athletic squad or group organized for interschool athletics for the purpose of providing instruction and practice in physical conditioning activities, skills, team play and game strategy, under the supervision of a qualified school official.

(r) **Physical fitness activities** mean those physical activities which are designed to develop endurance, strength and agility and to fit the individual so that he can perform the task repeatedly without undue fatigue and with a reserve capacity to meet unexpected stresses and hazards.

(s) **Physiological maturity** means a stage of maturation identified by the school physician in determining an appropriate level of interschool athletic competition in accordance with standards established by the commissioner.

(t) **Recreation** means the program which is organized to include types of activities such as arts and crafts, athletics, dramatics, music, rhythms, sports, swimming and water safety provided at the discretion of school district authorities under the supervision of qualified personnel and designed to provide for the worthy use of leisure by individuals and groups.

(u) **Sports day** means a day when pupils from two or more schools meet and engage in a variety of competitive sports events.

(v) **Section** means an organization of schools within a specified geographic area which holds membership in an athletic association, and is established for the purpose of administering athletic programs for the member schools and leagues within such area.

RESEARCH REFERENCES AND PRACTICE AIDS:

94 NY Jur 2d, Schools, Universities, and Colleges § 328, 337.

8 CRR-NY 135.1

Current through June 30, 2017

135.4 Physical education.

Current through June 30, 2017

(a) School district plans.

It shall be the duty of trustees and boards of education to develop and implement school district plans to provide physical education experiences for all pupils as provided in this section. Such current plans shall be kept on file in the school district office and shall be filed with the Division of Physical Education, Fitness, Health, Nutrition and Safety Services. All school districts shall comply with the provisions of this section by August 1, 1982. However, the requirement for submission of a plan shall become effective by January 1, 1983. A school district may conduct an instructional physical education program which differs from, but is equivalent to, the required program of instruction set forth in paragraph (2) of subdivision (c) of this section, with the approval of the commissioner. An equivalent program may be implemented only after approval from the Division of Physical Education, Fitness, Health, Nutrition and Safety Services. A request for approval to conduct an equivalent instructional physical education program shall be filed with the Division of Physical Education, Fitness, Health, Nutrition and Safety Services, and shall include the:

- (1) program goals and objectives;
- (2) way in which students are to be scheduled and the length of time daily, weekly, monthly or yearly;
- (3) program activities offered at each grade level or each year of instruction; and
- (4) assessment activities for determining the students' performance toward the goals and objectives of the program.

(b) Nonpublic schools.

Similar courses of instruction shall be prescribed and maintained in private schools in the State, and all pupils in grades kindergarten through 12 shall attend such courses. If such courses are not established and maintained in any private school, instruction in such school shall not be deemed to be substantially equivalent to instruction given to children of like ages in the public school or schools of the city or district in which the child resides.

(c) Program plans.

School district plans shall include the following:

- (1) Curriculum.
 - (i) The curriculum shall be designed to:
 - (a) promote physical activity and the attainment of physical fitness, and a desire to maintain physical fitness throughout life;
 - (b) attain competency in the management of the body and useful physical skills;
 - (c) emphasize safety practices;
 - (d) motivate expression and communication;
 - (e) promote individual and group understanding;
 - (f) provide knowledge and appreciation of physical education activities;

- (g) make each individual aware of the effect of physical activity upon the body;
- (h) provide opportunities for the exercise of pupil initiative, leadership and responsibility;
- and
- (i) reinforce basic learnings of other areas of the total school curriculum.
- (ii) There shall be experiences of sufficient variety in each of the following:
 - (a) basic and creative movement;
 - (b) rhythm and dance;
 - (c) games;
 - (d) perceptual-motor skills;
 - (e) individual and team sports;
 - (f) gymnastics;
 - (g) aquatics, where possible;
 - (h) lifetime sports activities;
 - (i) outdoor living skills; and
 - (j) other appropriate activities which promote the development of boys and girls.
- (iii) There shall be opportunity provided for participation in appropriate extra-class activities.
- (iv) There shall be activities adapted to meet the needs of pupils who are temporarily or permanently unable to participate in the regular program of physical education. Adaptive physical education programs shall be taught by a certified physical education teacher.
- (v) There shall be continuous evaluation of the instructional program and assessment of individual pupil needs and progress. Appropriate cumulative records shall be maintained which cover the essential features of the physical education program for each pupil, and when a pupil transfers to another school, such records shall be transferred with the student's transcript.

(2) Required instruction.

- (i) Elementary instructional program—grades K through 6. Pupils in grades K-6 shall participate in the physical education program as follows:
 - (a) all pupils in grades K-3 shall participate in the physical education program on a daily basis. All pupils in grades 4-6 shall participate in the physical education program not less than three times each week. The minimum time devoted to such programs (K-6) shall be at least 120 minutes in each calendar week, exclusive of any time that may be required for dressing and showering;
 - (b) notwithstanding the provisions of clause (a) of this subparagraph, pupils in grades 5-6 who are in a middle school shall participate in the physical education program a minimum of three periods per calendar week during one semester of each school year and two periods during the other semester, or a comparable time each semester if the school is organized in other patterns; or
 - (c) as provided in an equivalent program approved by the Commissioner of Education.
- (ii) Secondary instructional program—grades 7 through 12. All secondary pupils shall have the opportunity for regular physical education, but not less than three times per week in one semester and two times per week in the other semester, taught by a certified physical education teacher, and all such pupils shall participate in the physical education program either:

- (a) a minimum of three periods per calendar week during one semester of each school year and two periods during the other semester; or
- (b) a comparable time each semester if the school is organized in other patterns; or
- (c) for pupils in grades 10 through 12 only, a comparable time each semester in extraclass programs for those pupils who have demonstrated acceptable levels of physical fitness, physical skills, and knowledge of physical education activities; or
- (d) for pupils in grades 10 through 12 only, a comparable time each semester in out-of-school activities approved by the physical education staff and the school administration; or
- (e) as provided in an equivalent program approved by the Commissioner of Education.

(3) Attendance.

- (i) All pupils shall attend and participate in the physical education program as approved in the school plan for physical education and as indicated by physicians' examinations and other tests approved by the Commissioner of Education. Individual medical certificates of limitations must indicate the area of the program in which the pupil may participate.
- (ii) School district plans shall indicate through the sequential curriculum the steps to be taken to insure that each pupil meets the requirement for participation in physical education program which complies with the provisions of this section. School districts may award local diploma credit for the required program, and may also submit plans for elective units in physical education for additional credit.

(4) Personnel.

- (i) Elementary classroom teachers may provide instruction under the direction and supervision of a certified physical education teacher.
- (ii) When students participate in out-of-school activities as part of alternative programs, such activities may be taught by noncertified personnel, provided they have appropriate experience and are so approved by the board of education.
- (iii) Each school district operating a high school shall employ a director of physical education who shall have certification in physical education and administrative and supervisory service. Such director shall provide leadership and supervision for the class instruction, intramural activities, and interschool athletic competition in the total physical education program. Where there are extenuating circumstances, a member of the physical education staff may be designated for such responsibilities, upon approval of the commissioner. School districts may share the services of a director of physical education.

(5) Facilities.

Trustees and boards of education shall provide adequate indoor and outdoor facilities for the physical education program at all grade levels.

(6) Administrative procedures.

- (i) School district plans for the physical education program shall include information on the following administrative procedures:
 - (a) curriculum development in relation to grade levels, as referred to in paragraph (1) of this subdivision;
 - (b) appropriate examinations and tests to be employed by school authorities in determining pupil needs and progress in physical fitness, knowledge and skills;

- (c) class size and grouping patterns which are compatible with the activities being taught;
 - (d) use of nonschool facilities;
 - (e) use of noncertified persons, such as student leaders, practice teachers, etc.;
 - (f) use of supplementary personnel which are described in section 80.33 of this Title;
 - (g) summer school physical education programs, if conducted; and
 - (h) policies and procedures for the conduct of extraclass programs.
- (ii) Periodic reports regarding the status and progress of equivalent programs which have been approved by the commissioner shall be filed with the Division of Physical Education, Fitness, Health, Nutrition and Safety Services as requested.
- (7) Basic code for extraclass athletic activities. Athletic participation in all schools shall be planned so as to conform to the following:
- (i) General provisions. It shall be the duty of trustees and boards of education:
 - (a) to conduct school extra class athletic activities in accordance with this Part and such additional rules consistent with this basic code as may be adopted by such boards relating to items not covered specifically in this code. A board may authorize appropriate staff members to consult with representatives of other school systems and make recommendations to the board for the enactment of such rules;
 - (b) to make the extraclass athletic activities an integral part of the physical education program;
 - (c) to appoint individuals, whether in a paid or non-paid (volunteer) status, to serve as coaches of interschool athletic teams, other than intramural teams or extramural teams, in accordance with the following:
 - (1) Certified physical education teachers may coach any sport in any school.
 - (2) Teachers with coaching qualifications and experience certified only in areas other than physical education may coach any sport in any school, provided they have completed:
 - (i) the first aid requirement set forth in section 135.5 of this Part;
 - (ii) an approved pre-service or in-service education program for coaches or will complete such a program within five years of appointment. Such program shall include an approved course in philosophy, principles and organization of athletics, which shall be completed within two years after initial appointment as a coach, and approved courses in health sciences applied to coaching, and theory and techniques of coaching that is sport specific, which shall be completed within five years after initial appointment as a coach. Such approved programs for coaches will consist of one of the following (credits and hours vary depending upon the contact and endurance involved in the sport): a department-approved college program of from two to eight credits; or a department approved in-service education program, conducted by schools, colleges, professional organizations or other recognized groups or agencies, from 30 to 120 clock hours; or an equivalent experience which is approved by the Commissioner of Education. Upon application to the Commissioner of Education in a format prescribed by the commissioner and setting forth the reasons for which an extension is necessary, the period in which to complete such training may be extended to no more than seven years after such appointment; provided that coaches who have a lapse in service due to maternity leave, military leave, or other extenuating circumstances may apply to the

commissioner for an additional extension of no more than two years to complete course work; and

(iii) on a biennial basis, a course of instruction relating to mild traumatic brain injuries pursuant to section 136.5(b) of this Title.

(3) Temporary coaching license. Except as provided in subclause (4) of this clause and notwithstanding the provisions of section 80-5.10 of this Title, other persons with coaching qualifications and experience satisfactory to the board of education may be appointed as temporary coaches of interschool sport teams whether in a paid or non-paid (volunteer) status, when certified teachers with coaching qualifications and experience are not available, upon the issuance by the commissioner of a temporary coaching license. A temporary coaching license, valid for one year, will be issued under the following conditions:

(i) the superintendent of schools shall submit a statement to the department that the district is unable to obtain the services of a certified teacher with coaching qualifications and experience;

(ii) candidates for initial temporary licensure shall have completed the first aid requirement set forth in section 135.5 of this Part prior to the first day of coaching and the coursework or training requirement for identifying and reporting child abuse and maltreatment set forth in section 135.7 of this Part;

(iii) candidates for the first renewal of a temporary license shall have completed or be enrolled in an approved course in philosophy, principles and organization of athletics;

(iv) candidates for any subsequent renewal of a temporary license shall have completed an approved pre-service or in-service education program for coaches which shall include an approved course in philosophy, principles and organization of athletics, which shall be completed within two years after initial appointment as a coach, and approved courses in health sciences applied to coaching, and theory and techniques of coaching that is sport specific, which shall be completed within five years after initial appointment as a coach. Such approved programs for coaches shall consist of one of the following (credits and hours vary depending upon the contact and endurance involved in the sport): a department-approved college program of from two to eight credits; or a department approved in-service education program, conducted by schools, colleges, professional organizations or other recognized groups or agencies, from 30 to 120 clock hours; or an equivalent experience which is approved by the Commissioner of Education. Upon application in a format prescribed by the Commissioner of Education and setting forth the reasons for which an extension is necessary, the period in which to complete such training may be extended to no more than seven years after such appointment; provided that coaches who have a lapse in service due to maternity leave, military leave, or other extenuating circumstances may apply to the commissioner for an additional extension of no more than two years to complete course work; and

(v) on a biennial basis, candidates shall have completed a course of instruction relating to mild traumatic brain injuries pursuant to section 136.5(b) of this Title.

(4) professional coaching certificate.

(i) Notwithstanding the provisions of subclauses (1)-(3) of this clause, other persons with coaching qualifications and experience satisfactory to the board of education may coach a specific sport in any school, upon the issuance by the commissioner of a

professional coaching certificate. A professional coaching certificate, valid for three years, shall be issued to a candidate who submits a fee of \$50 together with an application, in a form prescribed by the commissioner, which satisfactorily establishes that:

(A) the candidate has completed the requirements set forth in items (3)(ii), (iii), (iv) and (v) of this clause; and

(B) the candidate has a minimum of three years coaching experience in a specific sport in a New York State interschool athletic program;

(ii) a professional coaching certificate shall be valid for a three year period, provided that such certificate may be renewed for additional three year periods upon the submission of a fee of \$50 together with a renewal application for each successive renewal period, in a form prescribed by the commissioner, which satisfactorily establishes that:

(A) the candidate meets the requirements of subitems (i)(A) and (B) of this subclause; and

(B) the candidate has received a satisfactory evaluation by the principal or athletic director for each of the preceding three years that the candidate coached in the specific sport for which a professional coaching certificate is sought;

(iii) evaluation by principal or athletic director;

(A) A school district that employs an individual as a coach pursuant to a professional coaching certificate shall ensure that the principal or athletic director responsible for the supervision of such individual conducts an evaluation of such individual during each year in which such individual is so employed;

(B) Each evaluation shall include, but not be limited to, a review of the coach's: communication and interpersonal skills, including interactions with colleagues, students, parents and the general public; supervisory, organizational, and leadership capabilities; knowledge and proficiency in first aid, CPR, sexual abuse guidelines, and other athlete injury-related protocols and procedures; and adherence to guidelines for purchasing equipment, uniforms and related supplies and for storing and maintaining sports equipment;

(5) persons who were employed as coaches in New York State schools on or before September 1, 1974 and who do not meet the requirements set forth in subclause (1),

(2), (3) or (4) of this clause, may continue to coach any sport;

(d) to determine the need for an athletic trainer and to permit individuals to serve as athletic trainers for interschool athletic teams, intramural teams or physical education classes only in accordance with the following:

(1) Qualifications. Persons serving as an athletic trainer shall possess a valid license as a certified athletic trainer from the State of New York issued pursuant to article 162 of the Education Law and, commencing July 10, 2003 and thereafter, shall have successfully completed training pursuant to Public Health Law, section 3000-b(3)(a) in the operation and use of an automated external defibrillator provided that persons already serving as athletic trainers on July 10, 2003 shall successfully complete such training no later than December 31, 2003.

(2) Scope of duties and responsibilities. The practice of the profession of athletic training shall be as defined in Education Law, section 8352. Consistent with Education

Law, section 8352, the services provided by an athletic trainer shall include, but not be limited to, the following:

(i) prevention of athletic injuries, including assessment of an athlete's physical readiness to participate;

(ii) management of athletic injuries;

(iii) reconditioning to minimize the risk of re-injury and to return the athlete to activity as soon as possible, excluding the reconditioning of neurologic injuries, conditions or disease;

(iv) health care administration, including medical recordkeeping, documentation and reporting of injuries, writing policies and procedures, budgeting and referral of injured athletes to appropriate authorized health care professionals when indicated;

(v) education and counseling of coaches, parents, student athletic trainers and athletes;

(vi) risk management and injury prevention, including:

(A) assisting in the arrangement of pre-participation examinations;

(B) assisting in the proper selection and fitting of protective equipment, including the application of wraps, braces, tape and pads;

(C) assisting in the inspection of fields and playing surfaces for safety;

(D) advising on weather-related conditions and care for their specific injuries/illnesses;

(E) advising on designing and implementation of fitness and conditioning programs for athletes;

(F) advising students on the maintenance and attainment of optimal body weight and physical conditioning to prevent and avoid athletic injury; and

(G) advising the athlete in avoidance of substance abuse;

(vii) management of athletic injuries, including:

(A) recognizing the various types of musculoskeletal and nervous system injuries that may occur in athletes;

(B) understanding the various phases of healing and promoting an environment that assists in the healing process;

(C) referring the athlete for further evaluation and accurate diagnosis after the initial management of an injury; and

(D) accessing local health services, including social support services available to the athlete;

(viii) immediate care of athletic injury and physical conditions, including responsibility for:

(A) the initial on-the-field injury assessment of acute injuries;

(B) administering appropriate first aid and emergency care to the injured athlete including, as necessary, the use of an automatic external defibrillator, and deciding on the management of acute injuries, provided that nothing herein shall authorize the use of an automatic external defibrillator by an athletic trainer who has not successfully completed training in the use of such equipment pursuant to Public Health Law, section 3000-b(3)(a); and

(C) the recognition and evaluation of potentially serious, life threatening injuries;

(ix) treatment and reconditioning of athletic injuries, including responsibility for:

- (A) under the supervision of a physician, designing reconditioning programs that make use of appropriate therapeutic exercise, reconditioning equipment or therapeutic modalities in relation to athletic injuries;
- (B) overseeing the reconditioning process and returning the athlete to full activity;
- (C) designing and supervising an athletic injury reconditioning program and modifying that program based on the healing process;
- (D) using appropriate therapeutic exercise techniques;
- (E) designing a series of sport-related activities that allow the athlete to gradually progress to complete functional ability; and
- (F) assisting in social support of an injured athlete, with regards to pain threshold, compliance, competitiveness, and the ability to adjust to injury;
- (x) organization and administration, including:
 - (A) responsibility for maintaining an athletic training room facility;
 - (B) maintaining detailed injury reports, treatment records, and reconditioning program;
 - (C) responsibility for ordering equipment and supplies;
 - (D) establishing rules and policies for the daily operation of the athletic training room; and
 - (E) educating student athletic trainers by providing a quality environment consistent with all rules and regulations to develop professionally;
- (xi) professional development and responsibilities, including:
 - (A) attending continuing education programs offered at State, district or national meetings;
 - (B) consulting and reviewing professional journals and textbooks;
 - (C) educating the community of health care professionals as to the role of the certified athletic trainer;
 - (D) informing parents, coaches and athletes as to the importance of quality health care for the physically active; and
 - (E) on a biennial basis, completing a course of instruction relating to mild traumatic brain injuries pursuant to section 136.5(b) of this Title;
- (e) to give primary consideration to the well-being of individual boys and girls in the conduct of games and sports;
- (f) to sacrifice no individual for the sake of winning events;
- (g) to conduct all activities under adequate safety provisions;
- (h) to equalize insofar as possible the powers of opponents in individual and group athletic competition;
- (i) to provide adequate health examination before participation in strenuous activity and periodically throughout the season as necessary, and to permit no pupil to participate in such activity without the approval of the school medical officer;
- (j) to maintain an equitable division of facilities, budget and personnel between boys and girls;
- (k) to permit no athletic team to represent a school except in conformance with this Part;
- (l) to approve all traveling of individuals or teams under their jurisdiction;
- (m) to permit no post-season games or tournaments;
- (n) to permit no post-schedule games or tournaments other than those conducted by school authorities in accordance with approved standards;

- (o) to permit any individual or team to represent a school only in games, meets or tournaments which are conducted by secondary school authorities;
 - (p) to provide opportunity for instruction, practice and competition for pupils in grades four through six in extraclass programs which shall be basically intramural activities;
 - (q) to provide opportunity for instruction and practice for pupils in grades 7 through 12 in extraclass athletic activities which are intramural activities and approved interschool competition;
 - (r) to limit athletic activities conducted by the school to appropriate competition and practice between pupils in grades 7 through 12, except that a post-graduate pupil may participate in intramural activities;
 - (s) to provide the same general degree of opportunity for participation in intramural and interscholastic activities to both males and females.
- (ii) Provisions for interschool athletic activities for pupils in grades 7 through 12. It shall be the duty of the trustees and boards of education to conduct interschool athletic competition for grades 7 through 12 in accordance with the following:
- (a) Interschool athletic competition for pupils in junior high school grades seven, eight and nine. Such competition shall be conducted in accordance with the following: Seventh and eighth grade teams may participate only with teams of like grade groups, with the following exceptions:
 - (1) In junior high school, competition may include grades seven through nine.
 - (2) In six-year high schools, competition may include grades seven through nine.
 - (3) In four-year high schools, ninth grade pupils may participate in junior high competition.
 - (4)
 - (i) A board of education may permit pupils in grades no lower than seventh to compete on any senior high school team, or permit senior high school pupils to compete on any teams in grades no lower than seventh, provided the pupils are placed at levels of competition appropriate to their physiological maturity, physical fitness and skills in relationship to other pupils on those teams in accordance with standards established by the commissioner.
 - (ii) Nothing in this subclause shall prohibit a bona fide seventh or eighth grade student, as defined by section 135.1(g) of this Part, who is regularly enrolled in a public school district organized for pupils in kindergarten through eighth grade that contracts with a neighboring school district or districts on a tuition basis for the education of its high school students pursuant to Education Law sections 2040 and 2045 and section 174.4 of this Title, from seeking to participate in a high school team, in accordance with the standards described in item (i) of this subclause, provided that the boards of education of the sending school district (as such term is defined in section 174.4[a][1] of this Title) and the receiving school district(s) (as such term is defined in section 174.4[a][2] of this Title) adopt a resolution to permit such participation. In the case of seventh and eighth grade students attending a public school district organized for pupils in kindergarten through eighth grade that contracts with more than one neighboring school district for the education of its high school students, any such seventh or eighth grade student who participates in high school athletics pursuant to this subclause may select only one high school in which to compete during their seventh and eighth grade participation; if,

following participation in a high school team during seventh and/or eighth grade, such student chooses to attend a different high school with which the student's kindergarten through eighth grade school district contracts for the education of its high school students, such student shall be ineligible to participate in any interscholastic athletic contest in a particular sport for a period of one year.

(b) Interscholastic athletic competition for pupils in senior high school grades 9, 10, 11 and 12. Inter-high school athletic competition shall be limited to competition between high school teams, composed of pupils in grades 9 to 12 inclusive, except as otherwise provided in subclause (a)(4) of this subparagraph. Such activities shall be conducted in accordance with the following:

(1) Duration of competition. A pupil shall be eligible for senior high school athletic competition in a sport during each of four consecutive seasons of such sport commencing with the pupil's entry into the ninth grade and prior to graduation, except as otherwise provided in this subclause, or except as authorized by a waiver granted under clause (d) of this subparagraph to a student with a disability. If a board of education has adopted a policy, pursuant to subclause (a)(4) of this subparagraph, to permit pupils in the seventh and eighth grades to compete in senior high school athletic competition, such pupils shall be eligible for competition during five consecutive seasons of a sport commencing with the pupil's entry into the eighth grade, or six consecutive seasons of a sport commencing with the pupil's entry into the seventh grade. A pupil enters competition in a given year when the pupil is a member of the team in the sport involved, and that team has completed at least one contest. A pupil shall be eligible for interschool competition in grades 9, 10, 11 and 12 until the last day of the school year in which he or she attains the age of 19, except as otherwise provided in subclause (a)(4) or clause (d) of this subparagraph, or in this subclause. The eligibility for competition of a pupil who has not attained the age of 19 years prior to July 1st may be extended under the following circumstances.

(i) If sufficient evidence is presented by the chief school officer to the section to show that the pupil's failure to enter competition during one or more seasons of a sport was caused by illness, accident, documented social/emotional condition, or documented social/emotional circumstances beyond the control of the pupil, such pupil's eligibility shall be extended accordingly in that sport. In order to be deemed sufficient, the evidence must demonstrate that:

(a) the pupil's failure to enter competition during one or more seasons of a sport was caused by illness, accident, documented social/emotional condition or documented social/emotional circumstances beyond the control of the pupil;

(b) as a direct result of such circumstances the pupil is required to attend school for one or more additional semesters in order to graduate; and

(c) such participation would not have a significant adverse effect upon the opportunity of other pupils to participate successfully in interschool competition in the sport. However, nothing herein shall be construed to extend a student's eligibility beyond the age of 19, except as provided in clause (ii)(d) of this subparagraph.

(ii) If the chief school officer demonstrates to the satisfaction of the section that the pupil's failure to enter competition during one or more seasons of a sport is caused by such pupil's enrollment in a national or international student exchange program or

foreign study program, that as a result of such enrollment the pupil will be required to attend school for one or more additional semesters in order to graduate, and that the pupil did not enter competition in any sport while enrolled in such program, such pupil's eligibility shall be extended accordingly in such sport.

(iii) If the section declines to extend the pupil's eligibility in accordance with this subclause, the section shall provide written notice of such determination to the chief school officer, with a copy to the pupil's parent, guardian or person in parental relation. Such notice shall include, as applicable: information regarding the athletic association's internal appeal process, including the name of the individual and address to which such appeal is to be directed; or a statement that the determination may be appealed to the Commissioner of Education, in accordance with Education Law section 310, within 30 days of the date of such determination and shall include the name and address of the section official upon whom such appeal shall be served. If the athletic association hears and denies an appeal, written notice of the determination shall be provided to the chief school officer, with a copy to the pupil's parent, guardian or person in parental relation. Such notice shall include a statement that the determination may be appealed to the Commissioner of Education, in accordance with Education Law, section 310, within 30 days of the date of such determination and shall include the name and address of the athletic association official upon whom such appeal shall be served.

(2) Registration. A pupil shall be eligible for interschool competition in a sport during a semester, provided that he is a bona fide student, enrolled during the first 15 school days of such semester, is registered in the equivalent of three regular courses, is meeting the physical education requirement, and has been in regular attendance 80 percent of the school time, bona fide absence caused by personal illness excepted.

(3) Sports standards. Interschool athletic programs shall be planned so as to provide opportunities for pupils to participate in a sufficient variety of types of sports. Sports standards, such as number of contests, length of seasons, time between contests, required practice days, etc., for all interschool sports shall conform to guidelines established by the Commissioner of Education.

(c) Male and female pupils on interschool athletic teams.

(1) Equal opportunity to participate in interschool competition, either on separate teams or in mixed competition on the same team, shall be provided to male and female students, except as hereinafter provided. In schools that do not provide separate competition for male and female students in a specific sport, no student shall be excluded from such competition solely by reason of sex, except in accordance with the provisions of subclauses (2) and (4) of this clause. For the purposes of this clause, baseball and softball shall be considered to constitute a single sport.

(2) In the sports of baseball, basketball, boxing, field hockey, football, ice hockey, lacrosse, rugby, soccer, softball, speedball, team handball, power volleyball where the height of the net is set at less than eight feet, and wrestling, the fitness of a given student to participate in mixed competition shall be determined by a review panel consisting of the school physician, a physical education teacher designated by the principal of the school, and if requested by the parents of the pupil, a physician selected by such parents. Such panel shall make its determination by majority vote of the members, and in accordance with standards and criteria issued by the department.

(3) Where a school provides separate competition for male and female pupils in interschool athletic competition in a specific sport, the superintendent of schools, or in the case of a nonpublic school or school system which elects to be governed by this clause, the chief executive officer of the school or school system, may permit a female or females to participate on a team organized for males. However, where separate competition is provided, males may not participate on teams organized for females.

(4) Where a school does not provide separate competition for male and female pupils in interschool athletic competition in a specific sport, the superintendent of schools, or in the case of a nonpublic school or school system which elects to be governed by this clause, the chief executive officer of the school or school system, or the section may decline to permit a male or males to participate on a team organized for females upon a finding that such participation would have a significant adverse effect upon the opportunity of females to participate successfully in interschool competition in that sport.

(d) Waiver from the age requirement and four-year limitation for interschool athletic competition for students with disabilities in senior high school grades 9, 10, 11, and 12. For purposes of this clause, the term *non-contact sport* shall include swimming and diving, golf, track and field, cross country, rifle, bowling, gymnastics, skiing and archery, and any other such non-contact sport deemed appropriate by the commissioner. A student with a disability, as defined in section 4401 of the Education Law, who has not yet graduated from high school may be eligible to participate in a senior high school noncontact athletic competition under the following limited conditions:

(1) such student must apply for and be granted a waiver to the age requirement and four-year limitation prescribed in subclause (b)(1) of this subparagraph. A waiver shall only be granted upon a determination by the superintendent of schools or chief executive officer of the school or school system, as applicable, that the given student meets the following criteria:

(i) such student has not graduated from high school as a result of his or her disability delaying his or her education for one year or more;

(ii) such student is otherwise qualified to compete in the athletic competition for which he or she is applying for a waiver and the student must have been selected for such competition in the past;

(iii) such student has undergone a physical evaluation by the school physician, which shall include an assessment of the student's level of physical development and maturity, and the school physician has determined that the student's participation in such competition will not present a safety or health concern for such student; and

(iv) the superintendent of schools or chief executive officer of the school or school system has determined that the given student's participation in the athletic competition will not adversely affect the opportunity of the other students competing in the sport to successfully participate in such competition.

(2) Such student's participation in the additional season of such athletic competition shall not be scored for purposes of such competition.

RESEARCH REFERENCES AND PRACTICE AIDS:

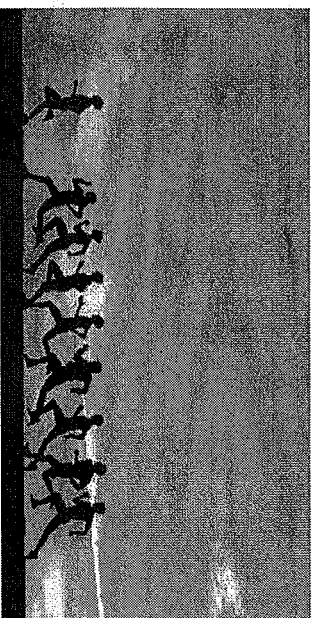
94 NY Jur 2d, Schools, Universities, and Colleges §§ 197, 328, 337, 471.

8 CRR-NY 135.4



New York State

Education Department



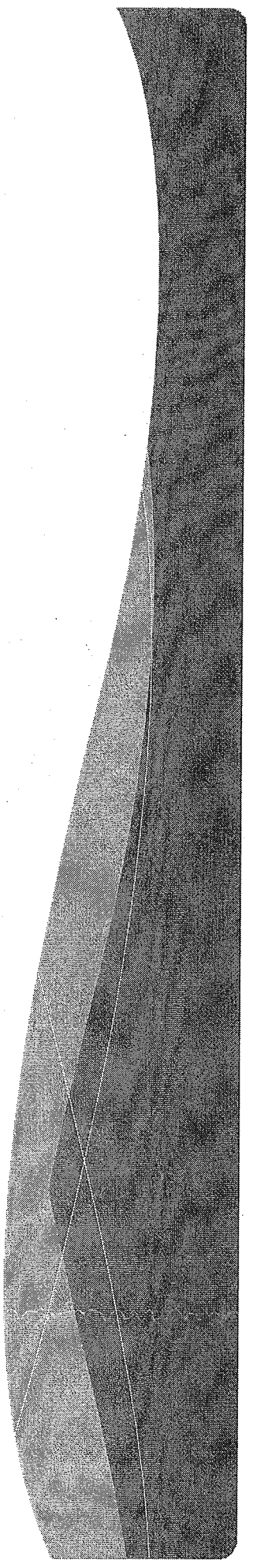
**Physical Education and Related
Updates**

2016

CURRENT TOPICS 2016-2017



- ❖ Professional Development Opportunities
- ❖ Funding Opportunities
- ❖ Registration for Continuing Teacher and Leader (CLTE) Requirements
- ❖ ESSA
- ❖ New Guidance-Impacting Opportunities to Support Healthy Students
- ❖ New Publication-Highlights Opportunities to incorporate Health and Wellness into School Improvement Plans
- ❖ Athletic Placement Process
- ❖ High Quality Physical Education
- ❖ School District Physical Education Plans
- ❖ Transgender Guidance Document
- ❖ NYSED Coaching Courses
- ❖ Recent Related SED Topics for 2016-2017



**PROFESSIONAL DEVELOPMENT
OPPORTUNITIES**

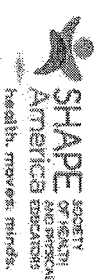


PROFESSIONAL DEVELOPMENT OPPORTUNITIES

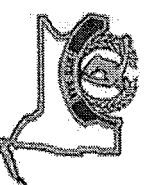
- ❖ New York State Association for Health, Physical Education, Recreation and Dance (NYS AHPERD) Conference (November 16-19, 2016) in Verona, New York- See website: <http://www.nysahperd.org/content/professional-development/nys-ahperd-conference.cfm>

- ❖ New York State Council of Administrators Conference (November 16-19, 2016) in Verona, New York- See website: <https://www.nysahperd.org/content/professional-development/new-york-state-council-of-administrators.cfm>

- ❖ “SHAPE America” Society of Health and Physical Education, National Conference (March 14-18, 2017) in Boston, Mass.- See website: <http://www.aahperd.org/whatwedo/convention/>



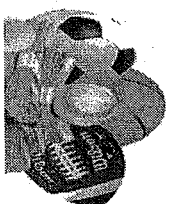
- ❖ New York State Athletic Administrators Association (NYSAAA) Leadership Training Program and Certification Program- See website: <http://www.nysaaa.org/page.cfm?page=leadership.cfm>
- ❖ <http://www.nysaaa.org/prof-development/certification-program>
- ❖ New York State Athletic Administrators Association (NYSAAA) Annual Conference (March 15-17, 2017) in Saratoga Springs
<http://www.nysaaa.org/conference/program-information>

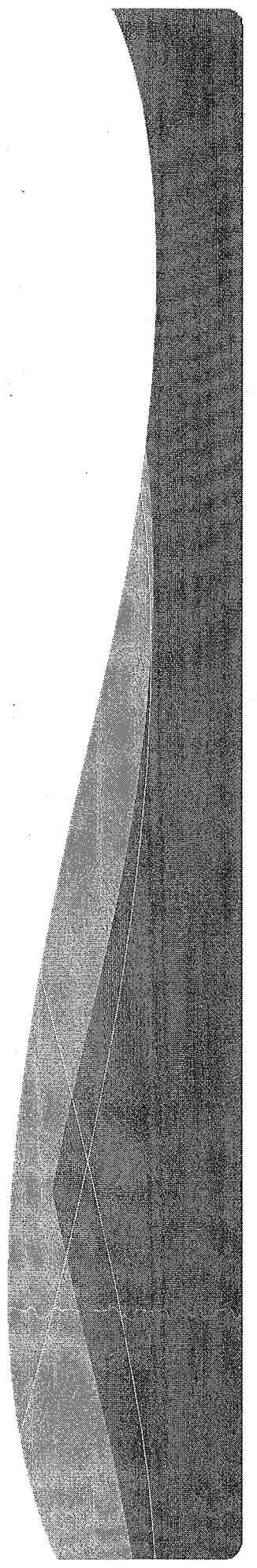


FUNDING OPPORTUNITIES

FUNDING OPPORTUNITIES

- ❖ **Let's Move Active Schools**- See: <http://www.letsmoveschools.org/>
- ❖ Programs to support schools in creating a culture of physical activity in schools. (Kick start program to create a culture of physical activity)
- ❖ NFL-Fuel Up to Play 60-See: <http://www.fueluptoplay60.com/FuelUp> to Play 60 is an in-school nutrition and physical activity program launched by National Dairy Council and NFL, in collaboration with the USDA, to help encourage today's youth to lead healthier lives. Up to \$4,000 per school to support educators and students.
- ❖ ESSA-Stay tuned. See: <http://www.ed.gov/news/press-releases/proposed-essa-regulation-supports-well-rounded-education-protects-all-students>





CONTINUING TEACHER AND LEADER (CLTE) REQUIREMENTS

CONTINUING TEACHER AND LEADER (CLTE) REQUIREMENTS

See Link:

<http://www.highered.nysed.gov/tcert/news/newsitem05122015.html>

Highlights:

- ❖ The new (100 hour) CTLE requirement officially begins July 1, 2016 for holders of professional certificates in the classroom teaching and educational leadership service and level III assistants.
- ❖ Information regarding Registration and CTLE can be found at: http://www.highered.nysed.gov/tcert/resteachers/Registration_CTLE_home.html
- ❖ If currently working as a teacher and/or administrator or level III TA in a public school district or BOCES you are required to register online at TEACH. Only professional certified teachers and/or administrators and Level III TA's are required to take the 100 hour CLTE's



ESSA QUICK FACTS

ESSA QUICK FACTS

* School health and physical education are identified as part of a student's "well-rounded" education. Other subjects noted in the definition of well-rounded education include science, art, civics, history and geography, among others. (SHAPE 2016)

* The term "well-rounded education" replaces the term "core subjects" used in previous authorizations of the Elementary and Secondary Education Act. (SHAPE 2016)

ESSA QUICK FACTS (Cont:)

- * Subjects included in a well-rounded education are allowed the use of funds by states and school districts for Title I (low-income schools) and Title II (professional development for teachers and principals). (SHAPE 2016)
- * School health, physical education and physical activity programs will have access to significant funding under Title IV of ESSA. Block grants will be distributed to states under the Safe and Healthy Students program. (SHAPE 2016)
- * Communication will follow as the U.S. Department of Education put in place the regulations and process for implementation of the funding for ESSA. This process will take place over the next six months to a year. (SHAPE 2016)
- * NYSED, created a think tank with numerous stakeholders, including the NYSAPHERD. NYSED has set goal to submit its ESSA State Plan by March 6, 2017. However, State Education Agencies may also submit their plans during a second window, on July 5, 2017. (SHAPE 2016)



**GUIDANCE HIGHLIGHTS -IMPACT
OPPORTUNITIES TO SUPPORT
HEALTHY STUDENTS**

(USDOE, 2016)

GUIDANCE HIGHLIGHTS - IMPACT OPPORTUNITIES TO SUPPORT HEALTHY STUDENTS

(USDDE 1/2016)

* See: <http://www2.ed.gov/policy/elsec/guid/secletter/160115.html>

* Toolkit available: **Healthy Students, Promising Futures: State and Local Action Steps and Practices to Improve School Based Health**

* See link: <http://www2.ed.gov/admins/lead/safety/healthy-students/toolkit.pdf>

Promote Healthy School Practices Through Nutrition, Physical Activity, and Health Education. School learning environments should be designed to include opportunities for daily physical activity and high-quality, nutritious school food. (p.10) To create these opportunities, schools can assess the effectiveness of their policies and practices using the Centers for Disease Control and Prevention's (CDC) School Health Index and School Health Guidelines to Promote Healthy Eating and Physical Activity.

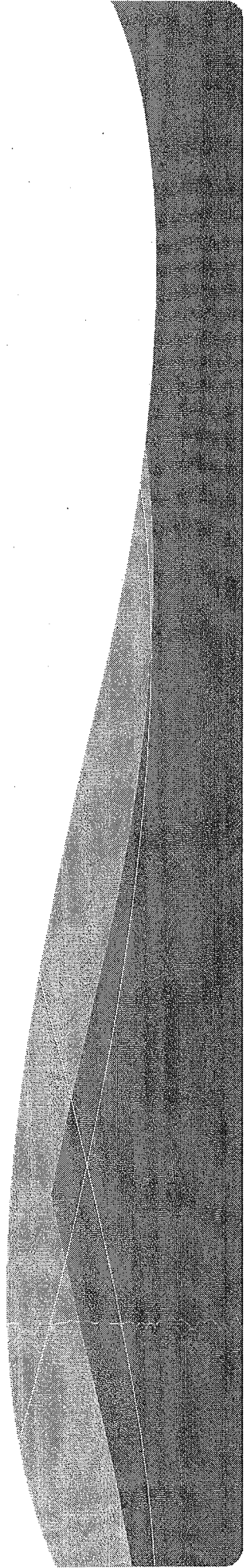


**NEW PUBLICATION-HIGHLIGHTS
OPPORTUNITIES TO INCORPORATE
HEALTH AND WELLNESS INTO SCHOOL
IMPROVEMENT PLANS**

(NACBD, 2016)

NEW PUBLICATION HIGHLIGHTS OPPORTUNITIES TO INCORPORATE HEALTH AND WELLNESS INTO SCHOOL IMPROVEMENT PLANS

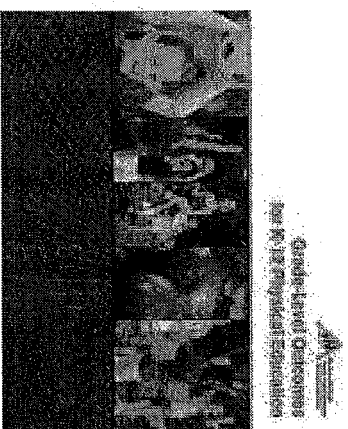
- ❖ The National Association of Chronic Disease Directors (NACDD, 2016) released a new resource: **A Guide to Incorporating Health and Wellness into School Improvement Plans.**
- ❖ School improvement plans provide a systematic opportunity to address the needs of the whole child, incorporating physical, social, emotional and/or behavioral health priorities into schools. The guide is designed to provide public health agencies and other education partners an understanding of improvement plans and their purpose and role in schools and districts. It outlines opportunities to incorporate health and wellness-related goals and aligned activities into the improvement planning process, and highlights useful examples from a state, district and schools that have done it.



High Quality Physical Education

High Quality Physical Education

- ❖ Align curriculum to New York and National Standards
(Revised by SHAPE in 2013)
- ❖ Meet the needs of all students (i.e. Includes Adaptive PE)
- ❖ Keep students active most of class time
- ❖ Keep Physical Education Plans current
- ❖ Include a variety of activities
- ❖ Make it fun and enjoyable



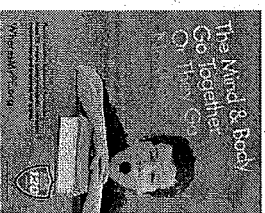
School District Physical Education

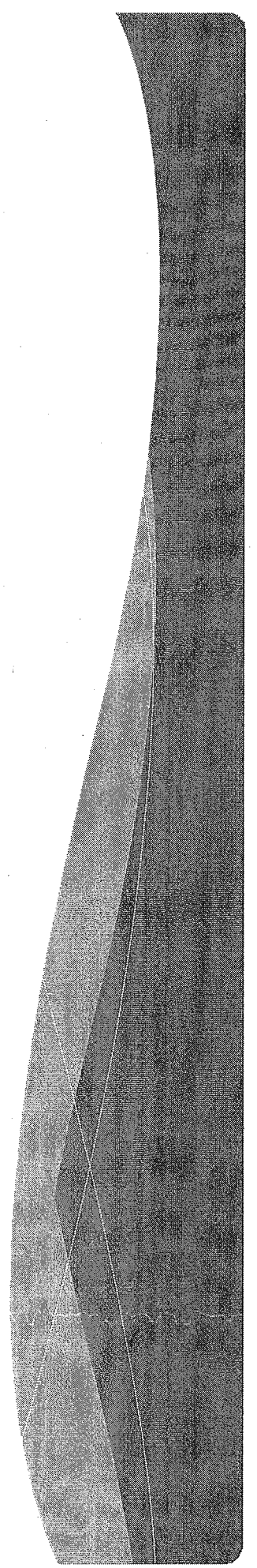
Plans...

- ❖ Keep current (Recommend at least every 7 years)
- ❖ Consider utilizing site: <http://www.wheresmype.org/>
Regulation 135.4:

Plan must be filed locally and at SED.

- ❖ Include; Program Goals and Objectives, Attendance policy, Personnel, Facilities, Administrative Procedures and Policies, Curriculum mapping, Assessment, Grading Policy, Athletic Policies and Procedures, etc...
- ❖ Request template from darryl.daily@nysed.gov Technical assistance is available from SED.





**ATHLETIC PLACEMENT PROCESS for
INTERSCHOLASTIC ATHLETIC
PROGRAMS (APP)**

ATHLETIC PLACEMENT PROCESS for INTERSCHOLASTIC ATHLETIC PROGRAMS (APP)

- ❖ Went into effect: Fall Season 2015

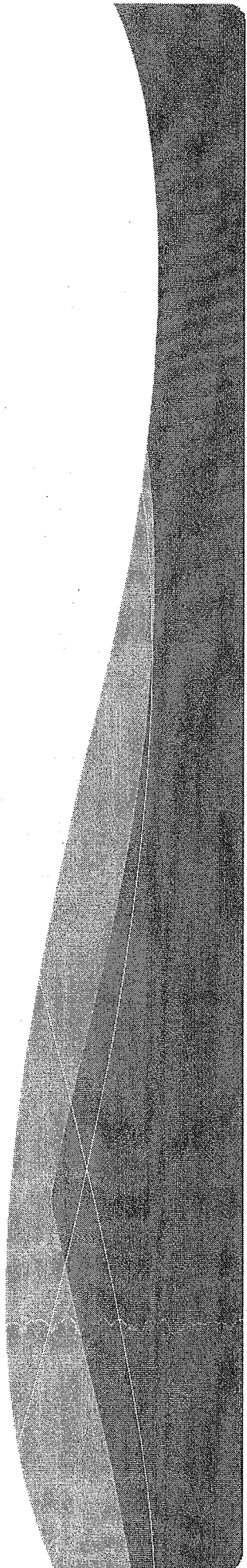
- ❖ See:

<http://www.p12.nysed.gov/cia/pe/documents/Athletic%20Placement%20ProcessRevisedAug2015.pdf>

- ❖ **July 2016 Updates**

- ❖ Categories of sports were taken into account and recommended Tanner scores were adjusted in appendix H to reflect that. (IE: Collision sports, limited contact sports, and non-contact sports).
- ❖ Further citations were added to the APP document for medical directors.
- ❖ Further clarification was made in step 4 with the APP document to help clarify the question of recommended score vs. required score with the Tanner score.
- ❖ Recent review of K-8 Districts and Athletic Placement Process.





TRANSGENDER GUIDANCE DOCUMENT

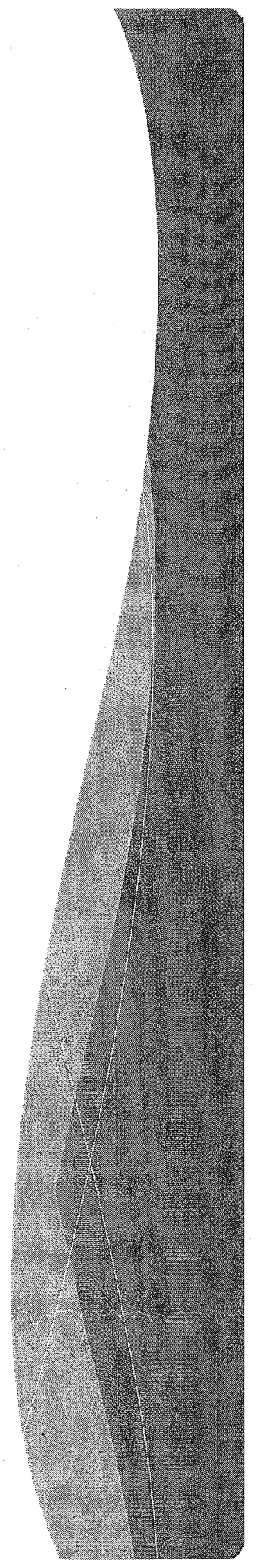
TRANSGENDER GUIDANCE DOCUMENT



❖ Transgender and Gender-Nonconforming-Students Guidance Document BOR approved July 20, 2015:

❖ <http://www.p12.nysed.gov/dignityact/>

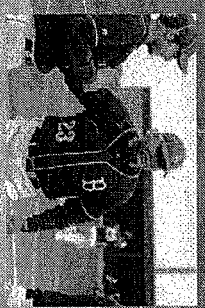
❖ <http://www.nysed.gov/Press/Transgender-and-Gender-Nonconforming-Students-Guidance-Document>



NYSED COACHING COURSE INFORMATION



NYSED Coaching Courses



❖ COURSES ACCEPTED AS MEETING THE FIRST AID/CPR/AED REQUIREMENT LIST (Updated August 2016)

❖ Please see:

http://www.p12.nysed.gov/ciai/pe/documents/COURSES_ACCEPTED_AS_THE_COACHES_FIRST_AID_AND_CPR-AED_REQUIREMENT09-07-2016REV.pdf

❖ Contact Associate in Physical Education, Darryl Daily if need new Coaching Course provider templates. Note-SED New templates include space for birthdate and last 4 digits of Social Security number. If interested in becoming a provider please contact.

❖ In 2015-NFHS (NYS Specific) Coaching course pathway (NYSED, NYSPHSAA and NYSAAA collaborated) was approved by NYSED as an alternative pathway. Not a replacement but, another alternative for coaches to complete the required course work.

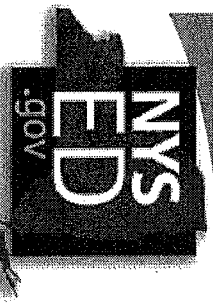
Note: If already in previous NYSED Coaching Course track stay with it.

See NFHS process below:

➤ <http://www.p12.nysed.gov/ciai/pe/toolkitdocs/Coaching%20CourseNFHSSecond%20PathwayGuideLine.%2007-01-DD.Finaldocx.pdf>

➤ <http://www.p12.nysed.gov/ciai/pe/toolkitdocs/INTERNSHIP%20EVALUATION%20FINAL%20FORM%206-29-15.DD-%20NFHS1.pdf>

Recent Health Related SED Topics for 2016-2017



(cont.)

- ❖ New York State Combat Heroin and Prescription Opioid Abuse Campaign
 - ❖ Required Instruction for CPR/AED-“Hands Only”
 - ❖ Organ and Tissue Donation Resources
 - ❖ HIV/AIDS Prevention Education Guidance Document (Under review...)
 - ❖ Evidence-Based Guidance Document to Assist Schools in Creating an Instructional & Supportive Framework for Tobacco, Alcohol & Drugs (Under review...)
 - ❖ LGBTQ Toolkit (Under review...)
 - ❖ New York State Center for School Health
- See: <http://www.schoolhealthservicesny.com/>

NYS COMBAT HEROIN & OPIOID ABUSE CAMPAIGN



- ❖ The problem of heroin and opioid abuse continues to grow at alarming rates.
- ❖ Please visit www.combatheroin.ny.gov to learn more about opioid and heroin abuse and the publications and resources available.
- ❖ Toolkit was developed by OASAS, DOH and NYSED. See: http://combatheroin.ny.gov/sites/default/files/resources/DiscussionGuideTableToolkit2_Web.pdf
- ❖ The Learning Standards, Health Education Guidance Document and the new supplemental guide for heroin and opioids, along with additional resources can be found at the Department's School Health Education website. See: <http://www.p12.nysed.gov/sss/schoolhealth/schoolhealtheducation/>



REQUIRED INSTRUCTION FOR CPR/AED

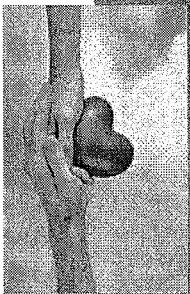
- ❖ NEW as of October 7, 2015 - [Commissioner's Regulations to Require Instruction in Cardiopulmonary Resuscitation and the use of Automated External Defibrillators \(32KB\)](#)
- ❖ All students in senior high school shall be provided instruction in hands-only cardiopulmonary resuscitation and the use of an automated external defibrillator at least once before graduation.

❖ See link:

<https://yourethecure.org/aha/advocacy/details.aspx?BlogId=2&PostId=4139>

- ❖ Amendment allows the CSE or MDT to exempt a student identified as having a disability when the committee determines that the student's disability precludes his or her ability to participate in instruction in hands-only CPR and the use of AEDs from the instruction requirement in section 100.2(c)(11) of the Commissioner's regulations. See: <http://www.p12.nysed.gov/specialed/publications/2015-memos/documents/CPR-AEDEXemptionFieldAdvisory.pdf>

**DEVELOPMENT OF RESOURCE INFORMATION FOR
TISSUE AND ORGAN TISSUE DONATION-RELATED
TOPICS (Cont.)**



- ❖ Recent Legislation (Summer 2016)-SED will collaborate with organizations that promote organ and tissue donation to provide model exemplar lesson plans and best practice instructional resources on the importance and value of organ and tissue donation. Information will be shared when it becomes available.

- ❖ Please note: APRIL is National “DONATE LIFE” month.

Useful Tools and Sites for Physical Educators and Health Educators

❖ www.p12.nysed.gov/ciai/pe/

❖ <http://www.p12.nysed.gov/sss/schoolhealth/schoolhealtheducation/>

❖ <http://www.shapeamerica.org/>

❖ <http://www.pecentral.org/>

❖ <http://wheresmype.org/>

❖ <http://physhedreview.weebly.com/pe-tech-devices.html>



Contact Information...

❖ Darryl L. Daily

❖ Associate in Physical Education

Albany, New York 12234

Office: (518) 474-5922

Darryl.daily@nysed.gov

Fax (518) 473-4884

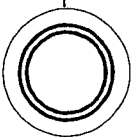


THANK YOU

This PowerPoint was presented at the NYSAHPERD Conference on October 17, 2016. It is intended for use by administrators and school physical education, athletic administrators and health education personnel

Every attempt has been made to ensure that the information and resources contained in this PowerPoint reflect current practice in physical education for New York State.

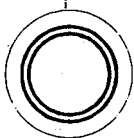
Guidelines for Coaches



ELAINE LISZEWSKI
OCM BOCES

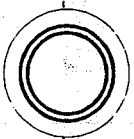
REGIONAL CERTIFICATION OFFICER
(315) 433-2628

Background of Coaches



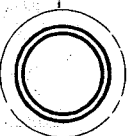
- Certified Physical Education Teacher
- Other Certified Teachers
- Non-Teacher Coaches

Certified Physical Education Teacher



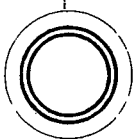
- May coach any sport in any school
- Must meet First Aid/CPR requirement
 - Verification kept on file in District
- Does not need to apply for Coaching License

Other Certified Teachers



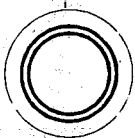
- Must meet First Aid/CPR requirement
 - Verification kept on file in District
- Complete Coaching Courses
 - Course I - Within 2 Years of Initial Appointment
 - Course II & III - Within 5 years of Initial Appointment
 - Verification kept on file in District
- Does not need to apply for Coaching License

Non-Teacher Coaches



- A person who does not hold a valid NYS Teaching/PPS Certification
- May be appointed as a Temporary Coach when no certified teachers are available with experience
- Must obtain a Temporary Coaching License prior to the start of the season whether paid or volunteer

Levels of Coaching License



- Temporary License
- Temporary 1st Renewal
- Temporary 2nd Renewal
- Temporary 3rd Renewal
- Temporary 4th Renewal
- Professional
- Professional Renewal

Requirements of Coaching Licenses



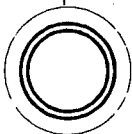
- **Temporary License**

- Valid First Aid
- Valid CPR
- Fingerprint Clearance
- Child Abuse
- School Violence
- DASA (Dignity for All Students)
- School District Recommendation

- **Temporary 1st Renewal**

- Valid First Aid
- Valid CPR
- DASA (if not completed)
- School District Recommendation

Requirements of Coaching Licenses



Temporary 2nd Renewal

- Valid First Aid
- Valid CPR
- DASA (if not completed)
- Course I: Philosophy, Principles, and Organizations of Athletics OR NFHS Accredited Interscholastic Coach Certificate (AIC-Level 1)
- School District Recommendation

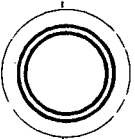
Temporary 3rd Renewal

- Valid First Aid
- Valid CPR
- DASA (if not completed)
- Course II: Health Sciences Applied to Coaching OR NFHS Accredited Interscholastic Coach Certificate (AIC-Level 1)
- School District Recommendation

Temporary 4th Renewal

- Valid First Aid
- Valid CPR
- DASA (if not completed)
- Course III: Theory and Techniques of Coaching specific to the sport being coached OR NFHS Accredited Interscholastic Coach Certificate (AIC-Level 1)
- School District Recommendation

Requirements of Coaching Licenses



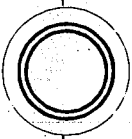
Professional

- Valid First Aid
- Valid CPR
- DASA (if not completed)
- All 3 Coaching Courses:
 - Course I: Philosophy, Principles, and Organization of Athletics
 - Course II: Health Sciences Applied to Coaching
 - Course III: Theory and Techniques of Coaching (specific to the sport being coached)
 - OR in lieu of Course I, II, III: NFHS Accredited Interscholastic Coach Certificate (AIC-Level 1), NFHS Certified Interscholastic Coach Certificate (CIC-Level 2) & Internship
- 3 years of experience as a NY licensed coach in the same sport (Must submit verification in TEACH or from school district.)

Professional Renewal

- Valid First Aid
- Valid CPR
- DASA (if not completed)
- Last 3 years of positive evaluations from school district

Completing the Requirements



First Aid and CPR

- Titles must be exact match to course on SED approved list

COURSES ACCEPTED AS MEETING THE COACHES FIRST AID AND CPR/AED REQUIREMENT (Updated January 2014)

FIRST AID - AED cards must be renewed every 3 years or per certifier agency requirements - NO ONLINE COURSES ARE ACCEPTED

1. A State Education Department approved agency that offers First Aid using the SED course outline and from requirements: 12 hours initial, 60 hours update (valid for 3 years) [www.state.ed.gov/assessment/firstaid](#)
- Check on Table, also on Approved Coaching Courses)
 - a. American Red Cross (please send a copy of your certificate) :
 - b. The following Responding to Emergencies courses NOW VALID FOR ONLY 2 YEARS per AEC
Responding to Emergencies First Aid
Responding to Emergencies Adult and Child First Aid/CPR/AED
Responding to Emergencies Adult and Pediatric First Aid/CPR/AED
Responding to Emergencies Adult and Pediatric First Aid/CPR/AED and Bloodborne Pathogens Training
Responding to Emergencies Adult and Child First Aid/CPR/AED and Bloodborne Pathogens Training
 - c. Lifeguarding/First Aid
 - d. Wilderness Lifeguarding
2. NYS Department of Emergency Medical Services:
 - a. Certified First Responder (needs FA & CPR certification)
 - b. National Safety Council:
 - i. Advanced First Aid, CPR & AED (needs FA & CPR certification)
 - ii. Emergency Care & Safety Institute (ECSI) (please send a copy of your cert)
 - iii. Sports First Aid & Injury Prevention-NYS Courses
 - iv. First Aid, CPR & AED, Essentials-NYS Courses
 - v. Health Care Provider CPR & AED
 - vi. American Safety & Health Institute (ASHI) Advanced First Aid

ADULT CARDIOVASCULAR RESUSCITATION (ACPR) - All cards must be renewed every 1-2 years per certifier agency requirements - NO ONLINE COURSES ARE ACCEPTED

1. A State Education Department approved agency that offers CPR using the NEW SED course outline and from requirements: 24 hours initial, 18 hours update (must be renewed every 2 years to be valid) check out [www.state.ed.gov/assessment/acpr](#)
- Check Table, then on Approved Coaching Courses)
 - a. National Safety Council (NSC)
 - b. CPR AED Course
 - c. Advanced First Aid, CPR & AED

*For further information on these specific First Aid/CPR/AED certifications and renewal, please contact the Association or Physical Education at 518-438-6222.

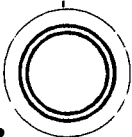
COURSES ACCEPTED AS MEETING THE COACHES FIRST AID AND CPR/AED REQUIREMENT (Updated January 2014)

FIRST AID - AED cards must be renewed every 3 years or per certifier agency requirements - NO ONLINE COURSES ARE ACCEPTED

1. American Red Cross Association Courses (NYS)
 - a. Advanced Certified Life Support (ACLS) - (limited - only for CPR/AED)
 - b. Basic Life Support for Health Care Providers (BLS)
 - c. BLS for Healthcare Providers (BLS)
 - d. BLS for Non-Healthcare Providers (BLS)
 - e. Adult CPR/AED (please send a copy of your certificate)
 - f. Adult CPR/AED (please send a copy of your cert)
 - g. Adult CPR/AED (please send a copy of your cert)
 - h. Adult CPR/AED (please send a copy of your cert)
 - i. Adult CPR/AED (please send a copy of your cert)
 - j. Adult CPR/AED (please send a copy of your cert)
 - k. Adult CPR/AED (please send a copy of your cert)
 - l. Adult CPR/AED (please send a copy of your cert)
 - m. Adult CPR/AED (please send a copy of your cert)
 - n. Adult CPR/AED (please send a copy of your cert)
 - o. Adult CPR/AED (please send a copy of your cert)
 - p. Adult CPR/AED (please send a copy of your cert)
 - q. Adult CPR/AED (please send a copy of your cert)
 - r. Adult CPR/AED (please send a copy of your cert)
 - s. Adult CPR/AED (please send a copy of your cert)
 - t. Adult CPR/AED (please send a copy of your cert)
 - u. Adult CPR/AED (please send a copy of your cert)
 - v. Adult CPR/AED (please send a copy of your cert)
 - w. Adult CPR/AED (please send a copy of your cert)
 - x. Adult CPR/AED (please send a copy of your cert)
 - y. Adult CPR/AED (please send a copy of your cert)
 - z. Adult CPR/AED (please send a copy of your cert)
2. Responding to Emergencies courses listed as follows:
 - a. Responding to Emergencies Adult and Child First Aid/CPR/AED
 - b. Responding to Emergencies Adult and Pediatric First Aid/CPR/AED
 - c. Responding to Emergencies Adult and Pediatric First Aid/CPR/AED and Bloodborne Pathogens Training
 - d. Responding to Emergencies Adult and Child First Aid/CPR/AED and Bloodborne Pathogens Training
3. CPR/AED for Professional Rescuers and Health Care Provider
 - a. American Safety & Health Institute (ASHI) (please send a copy of your cert)
 - b. Adult CPR/AED (for High School Courses only)
 - c. Emergency Care & Safety Institute (ECSI) (please send a copy of your cert)
 - d. Sports First Aid & Injury Prevention-NYS Courses
 - e. First Aid, CPR & AED, Essentials-NYS Courses
 - f. Health Care Provider CPR & AED

*For further information on these specific First Aid/CPR/AED certifications and renewal, please contact the Association or Physical Education at 518-438-6222.

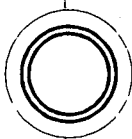
Completing the Requirements



Child Abuse Recognition and Reporting, School Violence Prevention & DASA

- All workshops required for anyone seeking certification through the NYS Education Department
- Child Abuse workshop can be completed on-line at www.nysmandatedreporter.org (Free)
- S.A.V.E./Violence Prevention workshop can be completed on-line at www.gstbooces.org (\$23.00)
- D.A.S.A. workshop may be completed through Section III Athletics (315) 451-4588
- For a complete approved provider listing for all workshops please visit: <http://www.highered.nysed.gov/tcert/certificate/dasa-applicant.html> Costs will vary.
- Applicants will receive Certificate of Completion that will be signed and submitted to NYSED
- Once workshops are entered in TEACH they remain valid

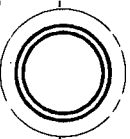
Completing the Requirements



School District Recommendation

- Superintendent of schools shall submit a statement to the NYSSED via TEACH
- Statement must match license application title
- Statement must have current hire date to specific season
- Work with Athletic Director to ensure statement is entered

Completing the Requirements



Coaching Courses

Work with School District Athletic Director to take coursework

- **Course One-** Philosophy, Principles and Organization of Athletics
- **Course Two-** Health Sciences Applied to Coaching
- **Course Three-** Theory and Techniques of Coaching
- All three courses are now also available online from SUNY Cortland.
- For more information contact Debra Whitney in the Center for Education Exchange, SUNY Cortland at whitneyd@cortland.edu Or (607) 753-4214.

Completing the Requirements

NFHS On-line Coaching Courses

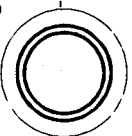
Work with School District Athletic Director to take coursework

- **NFHS Accredited Interscholastic Coach Certificate (AIC-Level 1) includes:**
 - i. Fundamentals of Coaching (NYS Specific): \$35
 - ii. First Aid, Health and Safety For Coaches: \$45
 - iii. Concussion in Sports: Free
 - iv. One Sport Specific course of your choice. Range \$35-\$75 All courses can be found at <http://www.nfhslearn.org>

- **NFHS Certified Interscholastic Coach Certificate (CIC-Level 2) includes:**
 - i. Fundamentals of Coaching (NYS Specific) (Included in AIC)
 - ii. First Aid, Health and Safety For Coaches (Included in AIC)
 - iii. Concussion in Sports (Included in AIC)
 - iv. One sport-specific course of your choice (included in AIC)
 - v. Creating a Safe and Respectful Environment: Free
 - vi. Strength and Conditioning: \$50
 - vii. Teaching and Modeling Behavior: \$20
 - viii. Engaging Effectively with Parents: Free
 - ix. Sportsmanship: Free
 - x. Sports Nutrition: Free
 - xi. Heat Illness Prevention: Free

- **Internship: 30 hour minimum.** Includes: Internship Evaluation Form completed (Kept at local level) and Coaching Internship Attestation (Sent to SED).

Completing the Requirements



Fingerprint Clearance

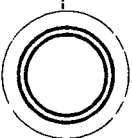
- Apply Online for Fingerprint Clearance & Appointment at www.IdentoGo.com Make Payment through account-\$ 102 fee. Use ORI Number- TEACH
- Schedule Appointment at nearest location
- In some cases hiring school district will pay for associated fees. Process is slightly different
- Once Fingerprints are cleared through the FBI and DCJS- clearance will be listed in TEACH
- Clearance remains valid

Important Notes



- Temporary License valid for 1 year
- Professional License valid for 3 years
- Can skip Temporary 3rd & 4th Renewal when requirements of Professional can be met
- Licenses are no longer printed
- Grandfather Clause: Employed as a coach in a New York State school on or before September 1, 1974 and have not broken service may continue to coach any sport

Important Notes



- **Non-Strenuous/Non-Contact Sport-** (Bowling, Golf, Archery, Rifle, Shuffleboard, Table Tennis
 - Need only Course I for Professional
- **Competitive Cheerleading** (includes pyramid building and/or toss; partner stunts; lifts; jumps and tumbling) has been added to coaching.
- If using Option II -NFHS certification for additional specific sport certificates, you must submit the Coaching Internship Attestation form for the sport and the NFHS Sport Specific course completed.

Application Process

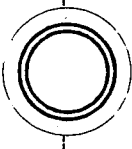


- All Coaching License applications are completed through the NYS TEACH system
- www.highered.nysed.gov/tcert
- Applications can be assigned to either the NYSED office or to a BOCES Regional Certification Officer
- Applications processed by BOCES RCO are generally expedited in a more timely fashion.



Search/OTI

Application Process



Learn how to become certified in NYSED
Fingerprint Process from Start to Finish

Types of Certificates and Licenses
Distance Learning

Education Leadership
Frequently Asked Questions
OTI Index A-Z

Items
Our Address:
Certification:
Office of Teaching Initiatives
NYSED Education Department
89 Washington Ave. 3rd EB
Albany, New York 12224

Empowering
Office of School Personnel
Review and Accountability
NYSED Education Department
981 Education Building Annex
Albany, NY 12244

SUBMIT
FEEDBACK

NYSED / Higher Ed / OTI /

Welcome to the Office of Teaching Initiatives Web site

- 2013 -2014 NYS Albert Shanker Grant Program Application now Available
- 07/24/2013: Available 2013-2014 MTLE Competition Questions and Answers
- 07/05/2013: Implementation has been postponed to January 1, 2014. Section 82.21 and Part 80 of the Regulations of the Commissioner of Education have been amended and a New Subpart 87.4 has been added to the Regulations of the Commissioner of Education to implement the Coursework or Training in Harassment, Bullying and Discrimination Prevention and Intervention required under the Dignity for All Students Act (DASA)

Certification Requirements

Self Register with TEACH

Login to TEACH

Application Status

Becoming Certified

- Which Pathway is Right for Me?
- How to Apply
- Becoming Certified - What's My Next Step?
- Applicants from Other States
- Teaching
- Verification of Experience from
- 03984.03 Authorization to Forward Criminal History to NYCBOE (56 KB)
- 03984.04 Authorization to Forward Criminal History to NYSED (56 KB)

Already Certified

- Professional Certificate - Master's Degree Requirement
- Permanent Certificate
- Professional Development for Certificate Holders
- Duplicate Certificates
- Time Extension of a Professional Initial or Transitional Certificate
- Name Change
- Effective Date

www.highered.nysed.gov/tcert

Website will bring you to this page

Self-Register with TEACH first if you have not set up a TEACH account

Then click Login to TEACH

Any TEACH issues- contact TEACH Help Desk 486-6041

Please login after reading the Acceptable Use Policy below

NY.gov ID

Username:

Password:

Sign In

Forgot your Username or Password?
 NY.gov ID - Terms of Service

Agency Assistance & Contact Information

ACCEPTABLE USE POLICY FOR USERS OF NY.gov

This application uses the New York State (hereinafter State) General Directory Services of the NY.gov for authentication and authorization. It is subject to any conditions setting under applicable use policies or terms of service implemented by NY.gov Participating Organizations. Logging into this application indicates your agreement to abide by the following:

1. You shall use the application only for purposes directly related to the conduct of official business with the State in its capacities and the application shall not be used for nonpublic purposes, including, but not limited to, the pursuit of personal interests, the dissemination of unclassified information (Sensitivity), and the promotion of commercial ventures or religious or political causes.
2. You are responsible for securing and safeguarding your own user ID and password and to protect this application.
3. You shall be responsible for any activity attributable to the use of your account whether by you or any other person.
4. You shall not engage in activities that may cause embarrassment, harm or disruption to any person, electronic service, equipment or user thereof.
5. You shall comply with all applicable confidentiality and security requirements as set forth in any applicable application use policies or terms of service implemented through the application directly or by the Participating Organizations, and shall not leak information or other data or data to other persons in, out, or ready to be out, or any person or entity provided by copyright, trade secret, patent, or other similar laws or regulations.
6. You shall not violate the rights of any person or entity provided by copyright, trade secret, patent, or other similar laws or regulations.
7. You shall not use the application for any fraudulent or illegal purpose, including, but not limited to, the transmission of obscene or harassing materials, and shall not report any abuse or misuse of this application to IS and you shall cooperate fully in any investigation into any such abuse or misuse.
8. You understand and agree that the State reserves the right to create, amend, or modify the acceptable use policy or other policies and agreements at any time in any manner. Notice of any revisions, amendments, or modifications will be posted on the sites of the State Sites.

- Enter Username & Password to Sign In
- On the following Screen click TEACH Online Services

You are logged in as - hpozer716 ; Last login - Mon Aug 19 13:38

NY.gov ID

[Change Password](#)

[Update My Account](#)

[About NY.gov ID](#)

[Privacy Policy](#)

[Terms of Service](#)

Help Desk Information

518-474-7494

[List of Agency and Online Services Help Desk Information](#)



You have access to the following services:

You can sign up for the following services:

- SLIP** Standard Learning Management System
- Learn Center** Department of Labor Online Services
- MYNY** Human Resources Online Services

TEACH Home

TEACH Home Page

▶ **Profile Links**

[Update/Add Education, Employment and Personal Information](#)

▶ **Fingerprinting Links**

[Submit Application for Fingerprint Clearance](#)

▶ **Inquiry Links**

[Account Information](#)

▶ **Online Application**

[Apply for Certificate](#)

[I would like a printed certificate](#)

[Apply for a Time Extension](#)

▶ **Professional Development**

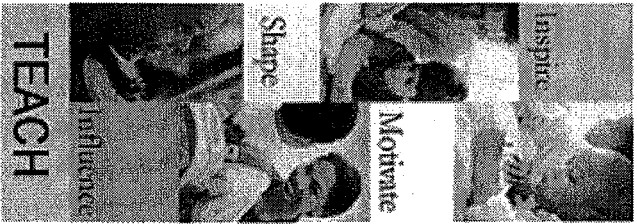
[Maintain Your Professional Development Record](#)

▶ **Payment Links**

[Pay for Certificate or Fingerprinting Applications](#)

▶ **Retiree Links**

[Apply for a Retirement Waiver](#)



- Check on personal information or status of applications by going to Account Information

- Choose Apply for Certificate to begin application

- Can submit a payment here if began an application and needed to come back for payment

Apply for Certificate

Apply for New York State certification as a classroom teacher, teaching assistant, athletic coach, school administrator/supervisor, and/or pupil personnel service provider.

1. Applications are valid for 3 years from the application date or for 2 evaluations, which ever occurs first, unless you are applying under the individual evaluation pathway.
2. If you are applying under the individual evaluation pathway for your first certificate, you must meet all requirements by April 30, 2014.

The steps to complete the application process are:

1. Verify / Update Profile
2. Select Certificate(s)
3. Sign Affidavit
4. Confirm and Sign Application
5. Make Payment

You may choose to pay for applications with a credit card or you mail your payment to the Office of Teaching Initiatives. If you choose to mail your payment, you will need access to a printer so you can print the mail-in payment coupon.



Read through information
& then select Next

Step 1 - Verify/Update Profile

To add or edit the information below, click the corresponding edit button. Please make sure the mailing address listed below is correct so that information we need to send to you will reach you. If you do not need to make any changes click the Next button.

Personal Information

Name :

SSN :



Education Information

[Edit Education Info](#)

Enter/Edit Education Information

Enter information about your academic history. The information you provide is subject to verification.

Enter New Education Information:

- Approved New York Teacher Certification Programs: Select this radio button if you completed a program at a New York State Institution of higher education that leads to a recommendation for a teaching certificate. Contact the certification office at your college/university for a Student Application Information Sheet containing the necessary information regarding award title (degree awarded), program code and title, and major field of study to complete this portion of the application.
- All Other Programs and Coursework - Including High School

*Country :

UNITED STATES OF AMERICA

*State/Province:

NEW YORK

(If non US/Canada):

Select

*Institution : If High School Leave Blank
(If your College or University was not in the drop down above, enter the name here or enter your High School Name):

dson Falls High School

*Degree :

High School Diploma Or Ged

*Major : (For High School, choose Other)

Other

If other, Enter the Major : (For High School, enter High School)

Date Degree Received :

(mm/dd/yyyy)

*Attended From :

09/01/1993

*Attended To :

09/30/1997

Number of Credits :

Click Add to add this education information to your profile.

Add

Employment Information

School Name	School Location	Public School?	Summary of Experience	From	To	FT/PT
Ticonderoga High School	Ticonderoga, NY	Yes	High School Grades 9-12 Guidance Counselor	09/01/2004	12/30/2011	Full Time

[Add Employment Info](#)

Previous

Cancel

Next

- Once you have updated your Personal Information if necessary
 - Entered or updated education information
 - Entered or updated employment information
 - Then click Next
 - You will almost always get the message below

Please review and correct the following errors on this page:

- We currently have your education information on file, however this information has not been updated recently. Update any information that is out of date.

Step 1 - Verify/Update Profile

To add or edit the information below, click the corresponding edit button. Please make sure the mailing address listed below is correct so that information we need to send to you will reach you. If you do not need to make any changes click the Next button.

- Hit Next until you are allowed to the following screen

Step 2 - Select Certificate(s)

Personal Information

Name :
 Date of Birth : 07/16/1979
 Gender : Female

SSN :
 Teacher Id:

Each certificate is treated as a separate application, with specific requirements associated with each certificate based on the type of certificate (Initial, Process Fees are assessed for each certificate requested and may differ depending on the type and pathway chosen.

Once you click the Add button, you will be asked a series of questions to help determine the appropriate evaluation pathway through which you should apply. If determined, you will be taken to a page to choose from the remaining available pathways under which you may be evaluated. If you do not answer the question, you are only able to apply for one certificate at a time. If you are applying for your first initial certificate, you must first apply for the certificate that you complete process. You do not have to pay separately. You may submit your applications and return to the TEACH home page. Select "Payment Links" to pay for all of your

New Certificates and Applications

Select your Certificate Title

Select your Area of Interest

Select your Certificate Title

Select your Type of Certificate

Select the Type of Certificate

Please make your selections and then click the "Add" button

Certificates in this Application

Area of Interest

Title

Certificates and Applications on File

Certificate	Date Applied	Date Issued
Administration and Pupil Personnel Services, Permanent Certificate, School Counselor	01/14/2009	04/08/2009

- Select certificate areas as above

- Choose the Level that is appropriate for you

- Then Click Add

Based on your self-reported education and the answers to the previous questions, TEACH has determined that the evaluation pathway(s) listed below are available to you to obtain your **Other School Service, Temporary Coaching License, Coaching Field Hockey 7-12** certificate.

Please take a moment to read detailed descriptions for each pathway before you make your choice.

For more information, go to
Which Pathway is Right for me?

<http://www.hhserved.nesd.gov/certificatecenter/pathway.html>

Please note, below you will find a list of requirements for each available pathway. You may have already met some of these requirements. This will be determined at the time of your evaluation.

Please select the pathway you wish from those available below.

Pathway: Individual Evaluation

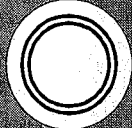
- Valid ETSLAid
- Valid CPR Certification
- Workshop - Child Abuse Identification
- Workshop - School Violence Intervention and Prevention
- Employment Clearance
- Workshop - DDMV For All Students Act
- School District Recommendation

Previous

Cancel

Next

- Select the circle for Individual Evaluation Pathway
- Then Select Next



After adding certificate-
system will take you
back to add another
certificate

Click Next at the
bottom of the page

Then system will ask
you to assign to SED or
BOCES RCO

Choose BOCES RCO

Each certificate is treated as a separate application, with specific requirements associated with each certificate based on the type of certificate (Initial, Professional, etc.) and the evaluation pathway (Approved Program, Individual Evaluation, Reciprocity, etc.) through which you apply. Fees are assessed for each certificate requested and may differ depending on the type and pathway chosen. Once you click the Add button, you will be asked a series of questions to help determine the appropriate evaluation pathway through which you should apply. After you have responded, TEACH may be able to determine the best pathway for your application. If a pathway cannot be determined, you will be taken to a page to choose from the remaining available pathways under which you may be evaluated. If you do not answer the questions correctly to determine your pathway, the processing of your application may be delayed.

After you are directed back to this page you may repeat the process to select and apply for additional certificates.
New Certificates and Applications

Select your Certificate Title
Select your Area of Interest: Other School Service
Select your Student Year: Select
Select the Grade Level: Select
Select the Title: Select
Select your Certificate Type: Select
Select the Type of Certificate: Select

Certificates in this Application

Area of Interest	Title	Certificate Type	Pathway
Other School Service	Teaching Assistant	Level I	Pathway: Individual Evaluation

If you live in or are seeking employment in a school district served by a local Board of Cooperative Educational Services (BOCES), your application may be evaluated either by the New York State Education Department or by your local BOCES Regional Certification Offices.

Please select an option:
 I want my application to be reviewed by the State Education Department
 I want my application to be reviewed by the BOCES Regional Certification Office

Please note:
 • Some school districts are not affiliated with BOCES Regional Certification Offices. In this case, your application must be evaluated by the State Education Department.
 • Some counties are served by more than one BOCES. Your home address determines which BOCES will evaluate your application. If more than one BOCES is listed for the county you selected, contact the BOCES to find the appropriate office for your application.
 OR
 If you are seeking employment with a school district that is affiliated with a BOCES, you may choose to have that BOCES evaluate your application. In this case, choose the school district for which you are seeking employment.
 • BOCES Regional Certification Offices reserve the right to forward any application to the New York State Education Department for evaluation.
 Select a school district or county from the drop down lists, then select from the available BOCES Certification Offices.

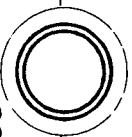
School District: Select
 - or -
 County: County of Oneida

Select an institution from the list.

Name of BOCES Institution	Address	Phone
Onondaga-Cortland Madison BOCES	OCM BOCES Certification P.O. Box 4754 Syracuse, NY 13221	315-433-8028

Cancel Search Next

Finish Certification Application



- Sign Affidavit
- Confirm and Sign Application
- Make Payment -\$50
- Send all Documentation Attention:

Elaine Liszewski

Regional Certification Officer

OCM BOCES

PO BOX 4754, Syracuse, NY 13221



**MENTAL HEALTH EDUCATION
LITERACY IN SCHOOLS:
*LINKING TO A CONTINUUM OF
WELL-BEING***

**COMPREHENSIVE GUIDE
July 2018**



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NYSED Mental Health Education Literacy in Schools

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Foreword

The purpose of this Comprehensive Guide entitled, “Mental Health Education Literacy in Schools: Linking to a Continuum of Well-being”, is to provide educators, school district personnel, parents/guardians, students, and community organizations with information on mental health education provided in schools pursuant to Education Law §804 (see Appendix A: Education Law §804) and Commissioner’s Regulation §135.3 (see Appendix B: Amendment of the Regulations of the Commissioner of Education). This document provides guidance for developing effective mental health education instruction in the classroom, that complies with the recent amendments to Education Law §804, while also looking at embedding mental health well-being within the broader context of the entire school’s environment.

According to the National Alliance on Mental Illness¹ half of all chronic mental illnesses begin by age 14. The recent amendments to Education Law §804 and Commissioner’s Regulation §§ 135.1, 135.3 provide an opportunity to facilitate conversations on mental health education, awareness, prevention and well-being in New York State (NYS) schools as well as communities across the State. When students learn about mental health as an important aspect of overall health and well-being, the likelihood increases that they will be able to effectively recognize signs and symptoms related to mental health issues in themselves and others and will know where to turn for help. In turn, the stigma that surrounds mental health will decrease.

Quality mental health education is especially urgent right now, as NYS and our nation confront serious issues that impact our children’s lives both in and out of school, such as teen suicide, bullying and cyberbullying, and opioid and alcohol addictions. The “*Mental Health Education Literacy in Schools: Linking to a Continuum of Well-Being Comprehensive Guide*” provides evidence-based and best practices instructional resources and materials to assist local education agencies (LEAs) with classroom instruction on educating students on mental health well-being and the overall connection between health and success.

Therefore, the inclusion of mental health within existing health education is critical to the healthy development of all young people.

DISCLAIMER: Information contained within this document does not necessarily represent the views, nor is being promoted by the New York State Education Department (NYSED), New York State Agency Partners or the New York State Mental Health Education Advisory Council, but is being shared as evidenced-based information and/or best practices information and resources identified by professionals representing diverse and valuable expertise in the fields of education, pupil personnel services and mental health. It is recommended that LEAs review this document with their school attorneys and utilize the wealth of education resources to develop and/or adopt their own curriculum aligned with the New York State Learning Standards, while tailoring instruction and programs based on identified local level needs. This

¹ <https://www.nami.org/Learn-More/Mental-Health-By-the-Numbers>

NYSED Mental Health Education Literacy in Schools

Comprehensive Guide is not meant to replace existing school curriculum, but to be used as a resource within existing curriculum and school frameworks to enhance mental health literacy.

Introduction

The New York State Education Department Commissioner MaryEllen Elia, the New York State Office of Mental Health Commissioner Ann Marie T. Sullivan, M.D and Mental Health Association in New York State, Inc., Chief Executive Officer Glenn Liebman and their staffs have partnered to passionately engage in numerous collaborative and successful education outreach initiatives across NYS over the past year to promote mental health literacy for our youth and families. As shared with the Department by our partners who have expertise in mental health and education, there are four key mental health literacy components important to everyone’s well-being and success:

1. Understanding how to obtain and maintain good mental health;
2. Decreasing stigma related to mental health;
3. Enhancing help-seeking efficacy (know when, where, and how to obtain good health with skills to promote self-care); and
4. Understanding mental disorders (i.e., anxiety, depression) and treatments.

Therefore, the purpose of the *“Mental Health Education Literacy in Schools: Linking to a Continuum of Well-Being” Comprehensive Guide* (Comprehensive Guide) is to support mental health education instruction at the elementary level taught by the classroom teacher, and at the secondary level taught by the certified health educator within the realm of the Health Education Program as required by Education Law §804 and Commissioner’s Regulation §§135.1,135.3. The Comprehensive Guide’s first section “Mental Health Education in the Classroom”, and second section “Multiple Dimensions of Mental Health” have been specifically developed for educators instructing on mental health in the classroom to use as a framework for developing their local level health curricula.

This framework supports the current [NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences at Three Levels](#) and is to be used in conjunction with the current NYS Health Education: [Guidance Document to Achieving New York State Learning Standards in Health](#). The New York State Education Department expects schools to utilize this Comprehensive Guide to develop or adopt its own curriculum aligned with the New York State Learning Standards, and to tailor instruction and programs based on needs identified at the local level. Although this section is intended for use by administrators and elementary teachers that instruct on Health Education as well as health educators and health coordinators, it is recommended that schools utilize the remaining sections of this Comprehensive Guide with all staff, students, families and community agencies when applicable, to develop a positive school climate and culture of mental health well-being and awareness.

With the expansion of mental health education in schools, it is expected that school personnel, students, families and communities will be more openly discussing mental health well-being and mental health challenges which, in turn, will positively impact change in our children’s awareness of mental health prevention, treatment and stigma.

Acknowledgements

The New York State Education Department would like to extend appreciation to all of our dedicated statewide partners noted below that provided the leadership, expertise and resources necessary to continually guide and inform the work of this critical initiative during the 2017-2018 school year. Through the perseverance as individuals and cohesive colleagues, this Comprehensive Guide has been developed to support schools across the State in instructing students at all grade levels in mental health education, pursuant to amendments made to Education Law §804.

New York State Agency Partners

New York State Office of Mental Health (NYSOMH)

Commissioner Ann Marie T. Sullivan, M.D.
Associate Commissioner Donna Bradbury

Mental Health Association in New York State, Inc. (MHANYS)

Chief Executive Officer Glenn Liebman
Deputy Director Melissa Ramirez
Director of Education Amy Molloy
Director of Public Policy John Richter

New York State Mental Health Education Advisory Council

In August of 2017, the New York State Education Department (NYSED), with the support of the New York State Office of Mental Health (OMH) and the Mental Health Association in New York State, Inc. (MHANYS), established the New York State Mental Health Education Advisory Council to inform and guide the important work of implementing the amendments to Education Law §804 made by Chapter 390 of the Laws of 2016 and Chapter 1 of the Laws of 2017. The Mental Health Education Advisory Council includes over 75 expert cross-disciplinary and cross-sector partners working collaboratively with a goal of assisting schools to effectively maximize students' knowledge and understanding of the multiple dimensions of health, including mental health wellness (see Attachment C: New York State Mental Health Advisory Council).

The Advisory Council was charged with developing a guide to support instruction in mental health and wellness in classrooms. Through dedicated ongoing work, the Advisory Council collectively also developed evidence-based and best practices resources to build capacity for enhancing mental health wellness for schools, students, families and communities. The Advisory Council is recommending schools embrace and expand obligations to support elementary and secondary level educator's instruction on mental health, by including a comprehensive approach supporting the enhancement of mental health well-being. Schools can and should go beyond providing only classroom instruction on mental health and focus efforts on comprehensive integration by developing

NYSED Mental Health Education Literacy in Schools

a positive school climate and culture. NYSED would also like to extend a sincere thank you to the passionate year-long commitment of the members of the New York State Mental Health Education Advisory Council (Advisory Council). The robust comprehensive guide and resources for schools contained herein have been developed through the active sharing and integration of current knowledge and best practice principles by each expert member.

Mental Health Overview and Legislative Background

Mental health is a critical part of overall health and well-being and is important throughout the life cycle, affecting thinking and learning, feelings and actions, that ultimately relate to healthy decision making². “In childhood and throughout adolescence, mental health means attaining developmental and emotional milestones, while learning healthy social skills and how to cope with challenging situations. Mentally healthy children/youth have a positive quality of life and can function well at home, in school, and in their communities”³. When young people are educated about mental health, the likelihood increases they will be able to effectively recognize signs and symptoms in themselves and others and will know where to turn for help. According to the Centers for Disease Control and Prevention (CDC), “focusing on establishing healthy behaviors during childhood is more effective than trying to change unhealthy behaviors during adulthood”⁴.

Health education that respects the importance of mental health, as well as the challenges of mental illness, will help young people and their families and communities feel more comfortable seeking help, improve academic performance and, most importantly, even save lives.

In May 2018, the Board of Regents adopted amendments to Commissioner’s Regulation §§135.1 and 135.3 to comply with amendments made to Education Law §804 by Chapter 390 of the Laws of 2016 and Chapter 1 of the Laws of 2017 which clarified that a satisfactory program in health education developed in accordance with the needs of pupils in all grades must include instruction in the several dimensions of health, and must:

- Include mental health and the relation of physical and mental health; and
- Enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity.

To view the amendments to Commissioner’s Regulations on health education, the NYS Mental Health Education Advisory Council’s Panel Presentation to the Board of Regents, the Advisory Council Membership and the Advisory Council’s twenty-six recommendations, please click on the following: [NYS Board of Regents Mental Health Education May 2018](#). (Also, see Appendix B for the amendments to Commissioner’s Regulations on Health Education).

² <https://www.mentalhealth.gov/basics/what-is-mental-health>

³ <https://www.cdc.gov/childrensmentalhealth/basics.html>

⁴ <https://www.cdc.gov/healthyschools/wsc/index.htm>



Mental Health Education in the Classroom

Mental Health

According to the World Health Organization (WHO)⁵, mental health is defined as a state of well-being in which every individual realizes their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community. Fully embracing this definition requires a cultural shift that views mental health as an integral part of overall health.

As part of overall health and wellness, mental health includes:

- A sense of self-esteem and self-confidence;
- The ability to identify, express and regulate emotions;
- The ability to set and achieve goals;
- Recognition of one's creative skills;
- The ability to expand knowledge and skills;
- The ability to feel and show empathy for others; and
- The ability to create and maintain satisfying relationships.

Further, a fuller definition of mental health will include an understanding of the effects of Adverse Childhood Experiences (ACEs) on an individual's overall health. Adverse Childhood Experiences (ACEs) are stressful or traumatic events that can lead to social, emotional and cognitive impairment, which, in turn, can lead to the adoption of high-risk behaviors, disease, and early death⁶. Children who experience these traumatic events often struggle in school. The cumulative effect of trauma and toxic stress can be significant and result in unhealthy behaviors, an inability to focus and process information and challenging responses to classroom and social situations.

The following recommendations promote mental health in the educational setting:

- Support children and youth in the development of:
 - Positive routines and practices;
 - Physical activity, exercise and play;
 - Good nutrition;
 - Regular sleep habits;
 - Stress management skills; and
 - Caring relationships.
- Institute efforts to reduce stigma around mental health.
- Foster warm and caring relationships.
- Promote positive school climate and culture.
- Support development of social-emotional skills and help-seeking behaviors.

⁵ http://www.who.int/features/factfiles/mental_health/en/

⁶ <http://www.ncmedicaljournal.com/content/79/3/166.full>

NYSED Mental Health Education Literacy in Schools

- Provide support to students with concerns about the mental health of self, friends and family.
- Adopt use of an interdisciplinary partnership approach with community resources.
- Develop support for school staff for their own mental health and wellness.

Mental Health Education

In an effort, to promote the inclusion of mental health education throughout curriculum in schools, the following “Framework for Meeting the New York State Mental Health Education Standards” has been created. This framework is intended for educators and is to be used in conjunction with the NYS Health Education Guidance Document. <http://www.p12.nysed.gov/sss/documents/GuidanceDocument4.25.update.pdf>. With the support of these documents, mental health can be presented to students as an integral part of one's overall health from an early age and these concepts will be reinforced throughout their education.

New York State Framework for Mental Health Education Instruction

This framework supports the NYS Health Education Learning Standards and is to be used in conjunction with the current [Guidance Document to Achieving New York State Learning Standards in Health](#). The New York State Education Department recommends schools utilize this resource to develop or adopt their own curriculum aligned with the current New York State Learning Standards, and to tailor instruction and programs based on needs identified at the local level.

KEY: 1 – Self Management, 2 – Relationships, and 3 - Resource Management.
 Subcategories within each standard: A, B, C and D.
 Early Elementary (EE), Late Elementary (LE), Intermediate/Middle School (I) and Commencement/High School (C).
 Subcategories within each standard: A, B, C and D. Items within each subcategory: a, b, c, d, e and f.

1. Self-Management

Develop self-awareness and self-management skills essential for mental health.

Outline	Early Elementary (EE) (K-2)	Late Elementary (LE) (3-5)	Intermediate (I) (6-8)	Commencement (C) (9-12)
1A. Self-care to promote mental health and overall wellness.	1A. EEa. Individuals understand the benefits of eating healthy foods, mindfulness, getting enough sleep, being active both physically and socially as they relate to overall health and wellness.	1A. LEa. Individuals begin to assume responsibility of self-care behaviors (rest, relax, mindfulness, hygiene, exercise, food, friend choices and creative activities) to maintain and/or improve overall health and wellness. 1A. LEb. Individuals identify characteristics of a mentally and emotionally healthy	1A. Ia. Individuals describe the interrelationships of emotional, intellectual, physical, and social health in adolescence (Health Triangle; See - Glossary). 1A. Ib. There are many factors that can influence one’s mental health, including family,	1A. Ca. Individuals who are mentally and emotionally healthy use self-care to promote mental health and overall wellness (Dimensions of Health, SPIES Model; See Glossary). 1A. Cb. There are many factors that can influence an individual’s mental health, including family,

Outline	Early Elementary (EE) (K-2)	Late Elementary (LE) (3-5)	Intermediate (I) (6-8)	Commencement (C) (9-12)
		<p>person and explain what it means to be mentally or emotionally healthy.</p>	<p>environment, genetics, brain chemistry, health behaviors, personal values, peers, media, technology, culture and community.</p> <p>1A. Ic. Recognition of one’s strengths and weaknesses is integral to maintaining and improving overall health.</p> <p>1A. Id. Individuals can take action (individually or with support) to positively impact their own mental health.</p> <p>1A. Ie. Individuals can develop coping skills to work through challenging situations.</p>	<p>environment, genetics, brain chemistry, health behaviors, personal values, peers, media, technology, culture and community.</p> <p>1A. Cc. Recognition of one’s strengths and weaknesses is integral to maintaining and improving overall health.</p> <p>1A. Cd. Individuals can take action (individually or with support) to positively impact their own mental health.</p> <p>1A. Ce. Individuals can develop coping skills to work through challenging situations.</p> <p>1A. Cf. There are connections between mental illness or challenges, substance use, and trauma.</p>

Outline	Early Elementary (EE) (K-2)	Late Elementary (LE) (3-5)	Intermediate (I) (6-8)	Commencement (C) (9-12)
				experiences.
1B. Resiliency	<p>1B. EEa. Individuals identify their own positive physical, social, and mental characteristics and those of others.</p> <p>1B. EEb. Individuals set reasonable goals and develop strategies to work toward them and assess the outcomes of experiences to build resiliency.</p> <p>1B. EEc. Failures and challenges may be beneficial learning experiences that help individuals learn and grow.</p>	<p>1B. LEa. Self-esteem is the opinion a person has of him/herself and can change over time.</p> <p>1B. LEb. Individuals' self-esteem can be influenced by many internal and external factors.</p> <p>1B. LEc. Failures, difficulties and non-successes often provide individuals with learning experiences.</p>	<p>1B. Ia. Individuals' self-esteem is developed over time and can be influenced by many internal and external factors.</p> <p>1B. Ib. Individuals can enhance their self-esteem by participating in activities that make them feel good about themselves or increase their confidence.</p> <p>1B. Ic. Resilience is the ability to bounce back from adversity, failures, and difficulties.</p> <p>1B. Id. Individuals can build resilience by working through adversity and they can build it by communicating with others who have been</p>	<p>1B. Ca. Individuals' self-esteem is developed over time and can be influenced by many internal and external factors.</p> <p>1B. Cb. Individuals can enhance their self-esteem by participating in activities that make them feel good about themselves or increase their confidence.</p> <p>1B. Cc. Individuals who are mentally healthy have positive self-esteem.</p> <p>1B. Cd. Individuals can overcome difficult situations by using resiliency / skills to help improve one's mental health wellness.</p>

Outline	Early Elementary (EE) (K-2)	Late Elementary (LE) (3-5)	Intermediate (I) (6-8)	Commencement (C) (9-12)
			through similar experiences. 1B. le. Failures and challenges may be beneficial learning experiences that provide individuals with opportunities for growth.	1B. Ce. Failures and challenges may be beneficial learning experiences that provide individuals with opportunities for growth.
1C. Feelings	<p>1C. EEa. Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last.</p> <p>1C. EEb. Individuals identify appropriate ways to express and deal with feelings.</p>	<p>1C. Lea. Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last.</p> <p>1C. LEb. Individuals describe the relationship between feelings and behavior; Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health.</p>	<p>1C. Ia. Individuals experience a full range of emotions and can learn to recognize them and predict their normal course.</p> <p>1C. Ib. Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health.</p>	<p>1C. Ca. Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health.</p>

2. Relationships

Develop healthy relationships to promote mental health.

Outline	Early Elementary (EE) (K-2)	Late Elementary (LE) (3-5)	Intermediate (I) (6-8)	Commencement (C) (9-12)
<p>2A. Communication Skills</p>	<p>2A. EEa. Communication is the sharing of information and involves giving and receiving information, ideas, and opinions.</p> <p>2A. EEb. Individuals can use body language and tone of voice as important parts of communication.</p> <p>2A. EEc. Social connections to one or more close individuals are important to the promotion and maintenance of mental health.</p>	<p>2A. LEa. Communication is expressed verbally and non-verbally.</p> <p>2A. LEb. Individuals' body language and tone of voice can influence the words being spoken.</p> <p>2A. LEc. Individuals demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.</p>	<p>2A. Ia. Healthy communication skills help to maintain overall health.</p> <p>2A. Ib. Individuals can develop healthy communication skills through role modeling and authentic practice.</p> <p>2A. Ic. Individuals' use of body language and tone of voice are important parts of communication.</p>	<p>2A.Ca. Healthy communication skills help to maintain overall health.</p> <p>2A.Cb. Individuals can learn healthy ways to express all emotions to promote health enhancing behavior, support relationships and reduce conflicts.</p> <p>2A.Cc. Individuals can learn healthy ways to use social media and technology; one must develop a balanced approach to their technology use which can impact mental health.</p>

Outline	Early Elementary (EE) (K-2)	Late Elementary (LE) (3-5)	Intermediate (I) (6-8)	Commencement (C) (9-12)
		<p>2A. LEd. Social connections to one or more close individuals are important to the promotion and maintenance of mental health.</p>	<p>2A. Id. Individuals can learn healthy way to express all emotions to promote health enhancing behavior, support relationships and reduce conflicts.</p> <p>2A.Ie. Individuals can learn healthy ways to use social media and technology; one must develop a balanced approach to their technology use which can impact mental health.</p>	<p>2A. Cd. Individuals recognize the importance of silence in conversation. It can demonstrate listening and thoughtfulness.</p>
<p>2B. Empathy, Compassion, Acceptance</p>	<p>2B. EEa. Individuals understand the meanings of empathy, compassion and acceptance and how to express them appropriately.</p> <p>2B. EEb. Individuals</p>	<p>2B. LEa. Empathy, compassion, and acceptance of differences are essential components of healthy relationships.</p> <p>2B. LEb. Individuals</p>	<p>2B. Ia. Demonstrating empathy, compassion and acceptance for others is an important aspect of healthy relationships. It can benefit one’s overall mental health as well as the health of those around them.</p> <p>2B. Ib. Respecting the</p>	<p>2B. Ca. Demonstrating empathy, compassion and acceptance for others is an important aspect of healthy relationships. It can benefit one’s overall mental health as well as the health of those around them.</p> <p>2B. Cb. Respecting the</p>

Outline	Early Elementary (EE) (K-2)	Late Elementary (LE) (3-5)	Intermediate (I) (6-8)	Commencement (C) (9-12)
	<p>identify characteristics of healthy family relationships.</p> <p>2B. EEc. Individuals identify characteristics of healthy peer relationships.</p> <p>2B. EEd. Individuals identify personal space and boundaries of others.</p>	<p>explain the importance of respecting personal space and the boundaries of others.</p>	<p>experiences of others, accepting differences and establishing healthy boundaries are all part of balanced mental health.</p> <p>2B. Ic. Demonstrating empathy, compassion and acceptance can support others who are dealing with mental health issues and is important towards reducing stigma.</p>	<p>experiences of others, accepting differences and establishing healthy boundaries are all part of balanced mental health.</p> <p>2B. Cc. Demonstrating empathy, compassion and acceptance can support others who are dealing with mental health issues and is important towards reducing stigma.</p>
<p>2C. Gratitude, Forgiveness</p>	<p>2C. EEa. Individuals understand the meaning of gratitude (a feeling of appreciation or thanks) and how to express it.</p> <p>2C. EEb. Individuals understand the meaning</p>	<p>2C. LEa. Gratitude (a feeling of appreciation or thanks) and forgiveness, when warranted, are relationship building skills that individuals can learn/foster and may provide benefit for one's mental health.</p>	<p>2C. Ia. Demonstrating gratitude (a feeling of appreciation or thanks) and forgiveness, when warranted, can benefit one's own health as well as the health of those around them.</p>	<p>2C. Ca. Demonstrating gratitude (a feeling of appreciation or thanks) and forgiveness, when warranted, can benefit one's overall mental health as well as the health of those around them.</p>

NYSED Mental Health Education Literacy in Schools

Outline	Early Elementary (EE) (K-2)	Late Elementary (LE) (3-5)	Intermediate (I) (6-8)	Commencement (C) (9-12)
	of forgiveness and that, when warranted, forgiveness is a healthy part of moving forward after a negative experience.			

3. Resource Management

Develop skills to utilize personal and community resources related to mental health.
 Know what, when, where and how to ask for help for self and others.

Outline	Early Elementary (EE) (K-2)	Late Elementary (LE) (3-5)	Intermediate (I) (6-8)	Commencement (C) (9-12)
<p>3A. What to ask for help for self and others</p>	<p>3A.EEa. Individuals recognize that sharing feelings is a healthy action.</p>	<p>3A. LEa Individuals recognize that sharing feelings is a healthy action.</p>	<p>3A. Ia. Individuals recognize that sharing feelings is a healthy action.</p> <p>3A. Ib. Individuals can describe the warning signs, risk factors, and protective factors for depression, anxiety eating disorders, and suicide.</p> <p>3A. Ic. Individuals understand how the above and other mental health concerns reflect unhealthy manifestations of otherwise “normal” mental functions, and that proven strategies exist for improving various mental functions.</p> <p>3A. Id. Experiencing trauma can impact one’s</p>	<p>3A.Ca. Individuals recognize that sharing feelings is a healthy action.</p> <p>3A.Cb. Individuals can describe the warning signs, risk factors, and protective factors for depression, anxiety, psychosis, eating disorders, and suicide.</p> <p>3A.Cc. Individuals understand how the above and other mental health concerns reflect unhealthy manifestations of otherwise “normal” mental functions, and that proven strategies exist for improving various mental functions.</p> <p>3A. Cd. Recognition of a mental health issue is an</p>

Outline	Early Elementary (EE) (K-2)	Late Elementary (LE) (3-5)	Intermediate (I) (6-8)	Commencement (C) (9-12)
			<p>mental health but early recognition and intervention can have a positive impact on one’s experiences.</p>	<p>initial step towards getting help for self and others.</p> <p>3A. Ce. Experiencing trauma can impact one’s mental health but early recognition and intervention can have a positive impact on one’s experiences.</p>
<p>3B. When to ask for help for self and others</p>	<p>3B. EEa. Individuals will be encouraged to recognize the difference between a situation that requires immediate attention and one that can wait.</p> <p>3B. EEb. Individuals will develop the ability to know when help is needed and when it is not needed to make a decision related to mental and emotional health.</p>	<p>3B. LEa. Individuals will recognize the difference between a situation that requires immediate attention and one that can wait.</p> <p>3B. LEb. Individuals can decide when help is needed and when it is not needed to make a decision related to mental and emotional health.</p>	<p>3B. Ia. Individuals acknowledge that there are issues that cannot be managed independently and require support/assistance.</p> <p>3B. Ib. Individuals understand that if symptoms of mental illness/challenges affect relationships, responsibilities, and recreation of self or others, individuals need to seek help.</p>	<p>3B. Ca. Individuals understand that if symptoms of mental illness/challenges affect relationships, responsibilities, and recreation of self or others, individuals need to seek help.</p>

Outline	Early Elementary (EE) (K-2)	Late Elementary (LE) (3-5)	Intermediate (I) (6-8)	Commencement (C) (9-12)
<p>3C. Where to ask for help for self and others</p>	<p>3C. EEa. There are safe, trusted adults in school and at home to help individuals with their mental health needs.</p>	<p>3C. LEa. There are safe, trusted adults in school and at home, as well as within the community, to help individuals with their mental health needs.</p>	<p>3C. Ia. Many trusted adults and community resources are available to help individuals with their mental health needs.</p> <p>3c. Ib. Individuals identify helpful personal, family and community resources that can help self and others.</p>	<p>3C. Ca. Many trusted adults and community resources are available to help individuals with their mental health needs.</p> <p>3C. Cb. Individuals identify helpful personal, family and community resources that can help self and others.</p>
<p>3D. How to ask for help for self and others</p>	<p>3D. EEa. Individuals identify characteristics of a trusted adult in school and at home; this is the first step in accessing help.</p> <p>3D. EEb. Individuals identify trusted adults with whom they can share feelings.</p>	<p>3D. LEa. Individuals identify characteristics of a trusted adult in school, at home, and in the community; this is the first step in accessing help.</p> <p>3D. LEb. Individuals identify trusted adults with whom they can share feelings.</p>	<p>3D. Ia. Individuals analyze the influences of views on mental health and mental illness (self, family, peers, culture, society, media, etc.)</p> <p>3D. Ib. Effective communication and self-advocacy skills are necessary in order to obtain appropriate mental health resources for self and others.</p>	<p>3D. Ca. Individuals analyze the influences of views on mental health and mental illness (self, family, peers, culture, society, media, etc.)</p> <p>3D. Cb. Effective communication and self-advocacy skills are necessary in order to obtain appropriate mental health resources for self and others.</p>

NYSED Mental Health Education Literacy in Schools

Outline	Early Elementary (EE) (K-2)	Late Elementary (LE) (3-5)	Intermediate (I) (6-8)	Commencement (C) (9-12)
				<p>3D. Cc. Individuals evaluate valid mental health resources and identify best methods for accessing them.</p>

Multiple Dimensions of Addressing Mental Health Well-Being: Physical Education, Health Education, Nutrition and Social Emotional Learning

Education on the importance of the mind-body connection,⁷ and the several dimensions of health including mental health and the relation of physical and mental health, can enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity. Through the introduction of the concept of mental health as something more than an illness, on a continuum of well-being, and an integral part of overall health (i.e., physical health, social-emotional health, nutritional health), the impact of early prevention in education can develop resiliency, positive behaviors and self-care.

The Center for Disease Control and Prevention (CDC) defines mental health in childhood and throughout adolescence as

*attaining developmental and emotional milestones, learning healthy social skills and coping with challenging situations. Mentally healthy children/youth have a positive quality of life and function well at home, in school, and in their communities.*⁸

The Robert Wood Johnson Foundation, a leader in health and mental health research, reform and education, in its brief proposing a model for improving the mental health of our children and youth that reflects the scientific evidence, focuses on prevention and promotion, and that promises to be much less costly in the long run to the medical care system, to communities, and to individuals, states the following

*Being well means more than not being sick; it encompasses all aspects (biological, physiological, intellectual, social, emotional, and spiritual) of functioning 'well' in the world. In fact, most scholars believe that wellness is not adequately represented by a single continuum, with disease at one end and its absence at the other. Rather, wellness is better understood as a state that is influenced by two distinct dimensions: 'illness' to 'no illness', and 'struggling' to 'flourishing'.*⁹

It is important to understand mental health wellness as much more than just a focus on mental illness. A comprehensive mental health wellness approach includes a focus on physical education, health education, and nutrition.

⁷ <https://www.mentalhealth.org.uk/a-to-z/p/physical-health-and-mental-health>

⁸ <https://www.cdc.gov/childrensmentalhealth/basics.html>

⁹ RWJ Foundation - "Are the Children Well? A Model and Recommendations for Promoting the Mental Wellness of the Nation's Young People" [Are the Children Well: Robert Wood Johnson Foundation](#)

Physical Education

Physical Education (PE) is a required subject for all students in grades K-12 in NYS and is directly connected to mental health, emotional health and overall well-being. PE teaches students how to achieve and maintain a lifelong commitment to physical activity, fitness and positive mental health and fosters participation and enjoyment of physical activity for health, challenge, self-expression and social interaction.

Practices known to promote physical health also benefit overall wellness, as mental and physical health cannot be separated. Forming these positive habits and routines early can make a substantial contribution to one's wellness account. Moderate amounts of physical exercise can increase mood and self-esteem. Exercise may also act as a buffer against toxic stress, such as that created by family conflict, by releasing endorphins and other chemicals in the brain known to benefit mood¹⁰.

A quality physical education program focuses on the following:

- Decreases in obesity and chronic illnesses;
- Reduction of stress and anxiety;
- Instills self-confidence and self-esteem;
- Promotion of assertiveness, independence, and self-control; and
- Encourages healthier eating habits through proper nutrition.

Physical Education Resources

[NYSED Physical Education Website.](#)

CDC Physical Education Analysis Tool (PECAT):

A self-assessment and planning guide developed by the CDC designed to help school districts and schools conduct clear, complete, and consistent analyses of physical education curricula, based upon national physical education standards to assess how a school's curricula aligns with national standards for high quality physical education programs: [Physical Education Curriculum Analysis Tool \(PECAT\).](#)

Society of Health and Physical Educators (SHAPE) - the national organization of health and physical education professionals:

[Teacher's Toolbox Resource.](#)

[National Standards for Health and Physical Education.](#)

[Understanding the Difference Between Physical Education and Physical Activity.](#)

¹⁰ RWJ Foundation - "Are the Children Well? A Model and Recommendations for Promoting the Mental Wellness of the Nation's Young People" [Are the Children Well: Robert Wood Johnson Foundation](#)

Health Education

Health education teaches about physical, mental, emotional and social health. In the classroom, health education directly builds students' foundation, knowledge, and skills to develop positive health attitudes.

Comprehensive health education curricula teach students skills needed to make healthy decisions throughout their lifetime, can motivate students to improve and maintain their health, prevent disease, and reduce risky behaviors, and is related to the multiple dimensions of health (i.e. mental, physical, nutritional, emotional and social).

Effective Health education curricula inclusive of mental health well-being can result in positive decision making, and lower risky behavior related to: the use/misuse of drugs, alcohol and tobacco; sexuality; injury; nutrition, and disease¹¹.

Health Education Resources

[NYSED Health Education Website.](#)

CDC's Health Education Analysis Tool (HECAT) is a self-assessment and planning guide developed by the CDC designed to help school districts and schools conduct a thorough and comprehensive analysis of health education curricula, based upon national health education standards to assess how a school's curricula aligns with national standards and to focus on relevant health outcome and critical health behaviors of youth: [Health Education Curriculum Analysis Tool \(HECAT\).](#)

[The NYS Center for School Health](#) has a contract office with NYSED and provides technical resources and professional development opportunities to elementary teachers responsible for instructing on health education, certified health educators and school health coordinators, in addition to school nurses and school district medical directors.

[The NYS Association for Health, Physical Education, Recreation and Dance Association](#) supports, encourages, facilitates, advocates and promotes physically active and healthy lifestyles through school and community programs in health education, physical education, recreation and dance.

Nutrition

The body needs a variety of protein, carbohydrate, fat, vitamins and minerals to stay healthy and productive; the body cannot function properly without all of these nutrients. Balanced nutrition is an important part of attaining and maintaining overall good health.

¹¹ <https://www.ncbi.nlm.nih.gov/books/NBK424859/>

Good nutrition also improves the health of both the mind and body. All known nutrients are important to the brain for its myriad functions.¹²

A balanced diet can be a protective factor for many mental health and physical health illnesses and therefore, can reduce risk of diseases. Eating the right foods will maintain physical and emotional health, which makes it easier to cope with illness and stress positively impacting health in the later stages of the life cycle.

Nutrition Programs and Resources

[NYSED Child Nutrition Website](#). Child Nutrition Knowledge Center with numerous resources and programs highlighted, which include but are not limited to: National School Lunch Program, Child Nutrition Breakfast Program, Special Milk Program, Farm-to-School Program, and Fresh Fruits and Vegetables Program.

[NYSED School Wellness Policy Development](#). Local wellness policies are an important tool for parents, LEAs and school districts to promote student wellness, prevent and reduce childhood obesity, and provide assurance that school meal nutrition guidelines meet the minimum Federal school meal standards.

[NYS Department of Health- Division of Nutrition](#).

Social Emotional Learning (SEL)

The Collaborative for Academic, Social, and Emotional Learning (CASEL) promotes the practice of integrated academic, social, and emotional learning for all children in preschool through high school. CASEL has identified Five Core SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making¹³.

Integrating SEL into academic instruction includes free-standing lessons that teach SEL competencies, inclusion of SEL in academics, and teaching practices to create classroom and schoolwide conditions that teach and model SEL.

SEL has an important role to play in making schools safe and maintaining a caring school climate; facilitating students' holistic development; and enhancing student motivation, self-expectations and high achievement.

Increasing SEL competencies can decrease implicit bias, increase cultural responsiveness, and result in greater equity for New York's young people.

¹² RWJ Foundation - "Are the Children Well? A Model and Recommendations for Promoting the Mental Wellness of the Nation's Young People" [Are the Children Well: Robert Wood Johnson Foundation](#)

¹³ Collaborative for Academic, Social, and Emotional Learning. (2018) [Core SEL Competencies](#).

Social Emotional Resources

The [CASEL Website- What is SEL?](#) includes the following resources:

- Middle School/High School Resource: [2015 CASEL Guide: Effective Social and Emotional Learning Programs—Middle and High School Edition.](#)
- Preschool/Elementary Resource: [2013 CASEL Guide: Effective Social and Emotional Learning Programs—Preschool and Elementary School Edition.](#)
- Mindfulness Resource: “2015 CASEL Guide: Effective Social and Emotional Learning Programs Middle and High School Edition” – programs including Kraal Yoga, Learning to Breathe, and Transformative Life Skills – designed to promote mindful awareness.

In NYS, background information, guidelines, learning benchmarks, and field guidance related to SEL in schools via an implementation team can be found at the [NYSED - Student Support Services Website.](#)

Whole School, Whole Community, Whole Child (WSCC)

The WSCC model includes 10 components, expanding upon the Coordinated School Health (CSH) components of Healthy and Safe School Environment and Family/Community Involvement. The WSCC model focuses its attention on the child, emphasizes a school-wide approach, and acknowledges learning, health, and the school as being a part and reflection of the local community. This evolution meets the need for greater emphasis on both the psychosocial and physical environment as well as the ever-increasing and growing roles that community agencies and families must play. This new model also addresses the need to engage students as active participants in their learning and health.

WSCC Resources

[CDC Whole School, Whole Community, Whole Child \(WSCC\) Model](#)



School and Community Agency Partnerships

Mental Health Resources Fostering School and Community Agency Partnerships

Facilitating the relationship between schools and community agencies is critical to positively impact school climate to support all students, especially those experiencing mental health needs, as well as connecting more students with the help they need. It is a partnership with initiative taken by all involved on behalf of students. School-community partnerships can facilitate access to existing services in new ways that are more likely to result in student service engagement, thereby also providing enhanced supports to students outside, but in collaboration with the school district. With these supports in place, student wellness can be enhanced, fostering a healthier overall school climate. Research has shown that the quality of the school climate may be the single most predictive factor in any school’s capacity to promote student achievement.¹⁴

The first step in the process is to build a cross systems team to conduct a needs assessment to determine what school and community partnerships are currently utilized and where there are gaps. Assessments can be formal or informal, and brief or more complex, depending on staffing and available time. To remain current, assessments should be conducted at regular intervals, as determined by the district. Following an assessment, districts should focus their attention on building and strengthening school and community partnerships that are most needed. The following guidelines are recommended to facilitate community agency/school communication and collaboration for fostering these partnerships:

Community Agencies Can Help By:	Schools Can Help By:
Consulting with school-based multi-disciplinary teams (e.g., Pupil Study Team, Child Study Team, Response to Intervention (RTI), Multi-Tiered System (MTSS) of Supports) to address strategies and resources that support school climate.	Inviting community agencies to join school-based multi-disciplinary teams (e.g., Pupil Study Team, Child Study Team, RTI, MTSS) to address strategies and resources that support school climate.
Providing schools with a list of community-based resources by County annually with current contact information.	Designating a school-based coordinator to facilitate ongoing communication and collaboration and be the designated contact for the local education agency (LEA) with community-based organizations.
Consider the unique confidentiality issues faced by LEAs.	Consider how confidentiality issues may impede referral to and follow-up with community agencies.
Developing and/or sharing information with LEAs on funding sources for school-based services.	Developing and/or utilizing funding sources to support school-based community agency provided supports.
Offering community-based services .	Consider adding community-based services to resources available to students through the school.

¹⁴ <http://www.nyscfss.org/promoting-school-climate-pilot-2017>

Role of School-Based Structures and Local Community Resources

Some considerations to keep in mind during this process – opportunities to utilize your existing school personnel to the fullest, exploring school-family partnerships (i.e. family engagement), consider using school clubs/groups, among others. Below is a description of school-based structures available to interface with community agencies to improve the mental health and wellness of students and families:

- Child Study Team or Pupil Study Team – a team of Pupil Personnel Services (PPS) (e.g., school social workers, school counselors, school psychologists, school nurses, attendance officers) and other relevant school personnel (e.g., teachers, school resource officers) under the direction/leadership of an administrator (e.g. dean, assistant principal, principal, PPS Director) who meet either regularly or as needed to review cases for the purpose of developing an action plan to provide necessary services and/or interventions.
- Crisis Response Team or School Safety Team – a team of school personnel under the direction/leadership of an administrator that meet to plan the school’s safety plan and respond to a crisis event.
- Committee on Special Education Chairperson – oversees special education meetings where service plans for students classified with a disability for educational purposes are developed.
- Department Chairperson/Coordinator – each discipline or department has an administrator responsible for overseeing the curriculum development of that department. It often is a teacher with the added responsibility or could be a full-time administrator.

Advantages of School Community Partnerships

- Community partners can provide staff development;
- Community partners can be invited into schools for parent education opportunities;
- Community partners can be invited into schools for student education opportunities; and
- Schools can participate in mental health awareness events organized by community partners (e.g. fundraising walks, health fairs, panel presentations).

Strong School Community Partnerships

- Reduce stigmatizing attitudes about mental health;
- Facilitates help for students in a timely manner; and
- Sends the message to families that “we are all here to support you”.

Children and Youth Single Point of Access

New York State provides several resources related to mental health and wellness. One such service is the Children and Youth Single Point of Access (SPOA), which directly links and provides timely access to an array of NYS mental health services and supports based on the identified needs of the youth and family. Every county and borough in NYS has a SPOA which brings together Cross System Partners to offer necessary and appropriate services to children, youth and families. Often to meet the needs of the youth and family, multiple systems must be involved to provide services and supports. For example, a child with Serious Emotional Disturbance and/or Substance Use Disorders may be involved with mental health and/or substance abuse treatment providers, the school system, the Local Department of Social Services, Child Protective Services and foster care systems; county juvenile probation, family court or more.

Major functions of the Children and Youth SPOAs:

- Pinpoint and assist connection of high-need children and youth to services and supports;
- Conduct screenings for referred children for eligibility for certain services through the 1915(c) Medicaid Home and Community-Based Services Waiver;¹⁵
- Connect adolescents and families to community services;
- Support communities to achieve access to intensive service for children, youth and families;
- Assist the Child/Family with Medicaid eligibility, when appropriate;
- Direct referrals and services for Non-Medicaid eligible children and families;
- Deliver a care continuum when children fluctuate between Medicaid and non-Medicaid eligibility; and
- Participate in local services planning to redistribute existing resources and develop new resources to meet initial needs in partnership with other child-serving agencies.

Facilitating relationships between schools and local community organizations is critical to positively impacting school climate and builds a partnership designed to address the needs of and improve outcomes for our children and families so they can ultimately lead healthy and productive lives.

¹⁵ The various States can develop home - community-based services waivers to meet the needs of people who prefer to get long-term care services and supports in their home or community, rather than in an institutional setting. <https://www.medicaid.gov/medicaid/hcbs/authorities/1915-c/index.html>.

First Line Contacts for Community-Based Mental Health Resources

To locate the County SPOA Coordinator and local resources click on your county on the map: http://www.clmhd.org/contact_local_mental_hygiene_departments/.

*This chart has been provided to organize and list your local contacts.

	Individual Contact	Phone/Email	Address
24/7 Hotline-Helpline			
State Assistance-HEAP, SNAP, WIC, etc.			
Local Transportation-CDTA, Cabs, etc.			
County Health/Public Health			
County Mental Health Clinics			
County Children’s Services (if applicable)			
Single Point of Access (SPOA)	Child/Youth: Adult:		
County Department of Social Services			
County Chemical Dependency Clinics			
County Substance Abuse/ Addiction Recovery Services			
County Developmental Disabilities Services			

(See Appendix D: New York State and National Mental Health Resources).

Resources for Building a Tool Kit Creating School, Community, Family and Student Partnerships

While each tool kit serves a different population, there are commonalities through the fields. There are many formats tool kits can be presented in, from a pdf to an entire webpage, it is important to consider the most efficient platform for the intended audience. Things to consider when choosing the format include who will be utilizing this tool kit, how will they access the tool kit, what information will be included and how will this information be displayed, among others.

A tool kit for community partnership resources which is intended to be utilized by schools and those they serve may consider having a whole webpage dedicated to the resources. The tool kit may be utilized by community mental health partners, families, all students and current school staff (e.g. bus drivers, hall monitors, janitorial staff, teachers, administration). Simplicity in design has the potential to attract and maintain utilization from all parties while still providing all information necessary.

Introducing the tool kit and the intended outcome of the resources it contains is a common place to start. Background information on the purpose of developing the tool kit as well as information for a contact person or email with any questions about the site or document may also be included. A tab or link that has specific information for each intended target (e.g. school personnel, students, families, community partners) would aid in the simplicity of the document. Many users may not return if they are having difficulty finding the information they are looking for in an efficient manner. A search bar has the potential to increase accessibility as well.

Recommended resources to be added to the tool kit include:

- [Nine Elements of Effective School Community Partnerships to Address Student Mental Health, Physical Health, and Overall Wellness](#)
- [Improving School and Community Outcomes for Children and Adolescents with Emotional and Behavioral Challenges](#)
- [What School District Leaders Should Know When Creating School and Mental Health Partnerships](#)
- [Education 101 for Mental Health Leaders.](#)
- [School Mental Health Sustainability-Finding Strategies to Build Sustainable School Mental Health Programs](#)
- [National Center on Safe and Supportive Learning Environments - Family, School, Community Partnerships](#)
- [Handbook on Family and Community Engagement](#)



Embedding Mental Health Well-Being to Support Positive Climate and Culture

The Relationship Between School Climate and Well-Being

School climate is the way school culture affects an individual's sense of safety, acceptance, and wellness and consequently is a critical determinant of their ability to achieve success in school and in life. A positive school climate helps students to feel safe and connected to teachers, peers, families, support staff, and administrators.

A school climate that supports healthy emotional functioning involves structures that offer preventive and responsive supports that are available to all within the school environment. Elements of support include fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community.

Creating an environment where the mental well-being of all is valued and fostered, free from stigma, is essential to helping students feel safe and accepted. Such an environment is both the result of, and reflective of, a multi-faceted support structure that is proactive and responsive.

Schools should support social-emotional learning and mental health for all students as essential components of health and wellness. School policies, procedures, and practices impact school climate and culture. Research has shown that the quality of the school climate may be the single most predictive factor in any school's capacity to promote student achievement.¹⁶ Everyone within the school environment succeeds when everyone feels accepted, valued, and respected.

Two important themes have come to the forefront through the work of the Advisory Council coupled with the work of the NYSED's NYS Safe Schools Task Force, which directly relate to instructing and supporting mental health well-being in a school environment. First, the promotion and measurement of a positive school climate and culture, rather than a focus exclusively on measuring school violence is essential to ensuring students experience a school where they feel safe, respected and can focus on learning. To achieve a positive school climate and culture, it is important to understand and promote social emotional learning to teach students the essential skills that affect every area of one's life, including understanding how to manage emotions, and how to establish and maintain positive relationships.

¹⁶ Shindler, J., Jones, A., Williams, A.D., Taylor, C., Cardenia, H. (2016). The school climate-student achievement connection: If we want achievement gains, we need to begin by improving the climate. *Journal of School Administration Research and Development* 1(1), 9-16.

School Frameworks For Supporting Mental Health Well-Being

School climate is both influenced by, and is an impactor for, all people within that environment. Frameworks, such as the ones annotated below, offer opportunity for various programs and other support practices to be organized at multiple levels. Multi-level considerations yield mental health supports for all, thus embedding mental health within a school's climate and culture. Therefore, frameworks are often used in conjunction with evidence-based programs, not in place of the other.

Interconnected Systems Framework

The Interconnected Systems Framework (ISF) links School Mental Health and School-Wide Positive Behavioral Interventions and Supports. This framework is rooted in a Systems of Care approach and offers scaffolding at multiple tier levels of support that address school, classroom, individual, and home/ community considerations at each level or tier. The influence of data, systems, and practices is also addressed within this framework.

- Guidance related to establishing an ISF is located within the monograph, which can be accessed from this link: [Advancing Education: Interconnecting School Mental Health And School-Wide Positive Behavior Support](#).
- Tools for school teams to be able to plan for ISF implementation and assess its process can be found in [PBIS: Advancing Education Effectiveness: Interconnecting School Mental Health and School-wide Positive Behavior Support](#).

Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports (PBIS) is a school-wide framework for creating and maintaining a positive school climate where teachers can instruct, and students can learn. This evidence-based framework emphasizes preventing school discipline problems. PBIS provides ideas to support teaching, modeling and recognizing positive, appropriate behavior in schools and identifies systems for proactively supporting and logically responding to classroom and individual student behavior. PBIS is not a program, curriculum, intervention, or practice, but is a systems-change framework that guides selection, integration and implementation of the best evidence-based practices for improving behavior outcomes for all students while increasing opportunities for academic engagement. The influence of data, systems and practices is also addressed via this framework.

[PBIS - Evaluation Tools](#) can be used to assess implementation fidelity of PBIS at all tier levels of support. [PBIS Apps](#) offers a suite of tier-specific data entry and data management options for fidelity and outcome-related information for efficient report development to guide data-based decision making for a team, administrators, and other stakeholders. NYS's [PBIS Technical Assistance Center](#) is funded by NYSED's Office of Special Education.

Whole School, Whole Community, Whole Child

*Please refer to previous section: Multiple Dimensions of Mental Health Well-Being

Social and Emotional Learning

*Please refer to previous section: Multiple Dimensions of Mental Health Well-Being

Restorative Practices/ Restorative Justice

Restorative justice is a theory of justice that can be employed both proactively to strengthen community by fostering communication and empathy as well as reactively in response to conflict and/or crime. The term restorative practices is often used to describe a continuum of restorative approaches that can be used in schools to build relationships between both student to student and student and teacher. A sense of community is built through practices including check in circles, impromptu conferences, formal conferences, and re-entry circles. Restorative practices invite the community or persons impacted by a conflict and/or misbehavior to develop a shared understanding of both the root causes and the effects of the action. Restorative practices seek to address the needs of those who have been harmed, while encouraging those who have caused harm to take responsibility and repair the harm. Restorative practices emphasize the capacity of all people for healing, growth, and transformation and, encourages accountability, self-determination, healing, and interconnection. Restorative practices have a range of applications within communities, schools, and the justice system. [Restorative Justice](#). A toolkit and infographic regarding establishing Restorative practices in schools can be found at: [Restorative Practices](#). Specific information about Restorative Justice within NYC can be found at: [Restorative Justice NYC](#). Many Community Dispute Resolution Centers throughout NYS offer restorative services to schools. [Restorative Justice NY Courts](#). Additionally, certain Boards of Cooperative Education Services (BOCES) also provide restorative practices training and implementation services. Contact your local BOCES for more information about programs that are available.

Trauma-Sensitive/ Trauma-Informed

Through the work of the Trauma and Learning Policy Initiative (TLPI), Trauma-Sensitive Schools reflect considerations regarding the influence that trauma has on students' learning ability to access instruction: [Trauma Sensitive Schools](#). The Trauma Informed Care (TIC) Project offers strategies for schools to become aware of the diverse backgrounds and prior experiences that students have. With that acknowledgement, effective strategies and practices to support students can be addressed. [Trauma Informed Care Project](#). Schools can access a Child Trauma Screen (CTS) free of charge at [Mental Health Trauma Informed Initiatives](#). More information about dimensions included within a trauma screen is available at [Trauma Informed Screening Assessment](#). School districts can obtain the Creating Cultures of Trauma-Informed Care: A Self-Assessment and Planning Protocol, Services Implementation Plan, and Program Self-

Assessment Scale, which is a comprehensive research-based program assessment for this approach which is completed by teams to assess the overall areas of strength and need within the school district. Using the information gleaned from this tool will assist schools in building a comprehensive, evidence-based trauma-sensitive culture based on existing strengths. Scale located at: [Self-Assessment and Protocol Assessment Planning](#).

School Climate and Multi-Tiered System of Support

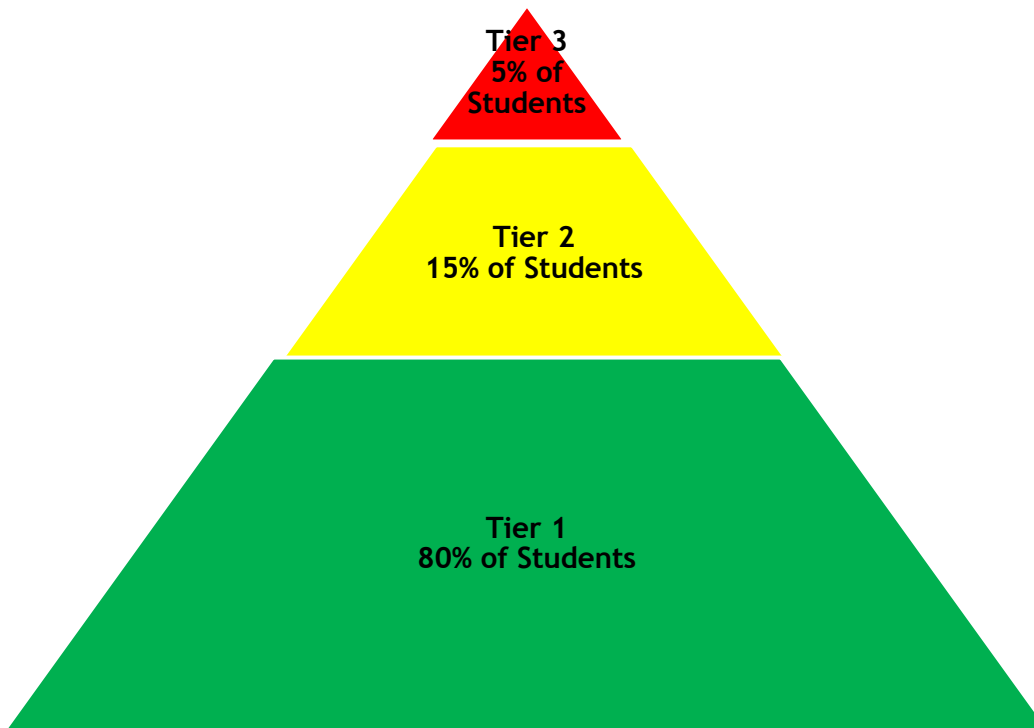
School climate is both influenced by, and is an impactor for, all people within that environment. A school climate that supports the whole child takes into account that learning is reflective of and influenced by a host of other capacities. A school climate that proactively anticipates, through a wellness focus, and responsively plans for support of mental health of all people within the school environment, is also one that has integrated mental health content throughout as opposed to isolated in a Health Education situation.

Towards this charge, School Climate and Multi-Tiered System of Support (MTSS) offers a structure for conceptualizing all people, settings, policies, and practices within a school environment and, by extension, families and communities. Commonly used in the public health sector and others, practices and processes reflecting multi-tiered systems of support have gained traction in the educational sector because there is a range of needs both between and within students, depending on the focal skill. That is, academic literacy and numeracy, behavioral, and social emotional competencies can be scaffolded via MTSS.

As related to mental health literacy, comprehensive frameworks such as the visual depicted on the next page and the sample frameworks already annotated, reflect seamless collaborative processes. In addition, MTSS frameworks offer opportunity for support and other practices to be strategically planned and available as necessary based on one's present level of functioning and are organized at multiple levels of intensity. For example, procedures such as universal screening, progress monitoring, and assessing students' response to intervention at the various tier levels of support can help teams determine next steps.

Addressing 100% of a school environment using a MTSS approach ensures that support of, and for, mental health wellness is woven into the very fabric of a school's climate and culture. The multi-level considerations yield mental health supports for all, embedding mental health within a school's climate and culture. Therefore, frameworks are often used in conjunction with evidence-based programs, not in place of the other.

Comprehensive School Climate Supporting Mental Health and Well-being: Multi-Tiered System of Support (MTSS) Frameworks



Tier 3: Tertiary Level - Specialized, serves individual students with high risk; intensive tier 3 supports are rendered in addition to tiers 2 and 1 and is effective for an additional 5% of students

Tier 2: Secondary Level - Targeted, serves groups of students at-risk; tier 2 supports are rendered in addition to tier 1 and is effective for an additional 15% of students

Tier 1: Universal Level – Primary, school-wide or classroom-wide, accessed by all students; screening and prevention-focused; alone is effective for approximately 80% of students

NYSED Mental Health Education Literacy in Schools

Sample Frameworks (K-12) →	Social Emotional Learning (SEL)	Mental Health Support	Positive Behavioral Interventions & Supports (PBIS)	Restorative Practices/ Restorative Justice	Interconnected Systems Framework (ISF)	Trauma Sensitive/Informed Schools
<p><u>Tier 3 Support for Students with High Need (Few)</u></p>	<ul style="list-style-type: none"> • Individual instruction in SEL competencies strategies and skills • Practice and coaching • Related evidence-based programs • Implementation Team • Family and community involvement 	<ul style="list-style-type: none"> • Crisis prevention and response planning • Individual counseling • Individual support plan • Family Conference(s) • Collaboration with PPS workers • Coordinated services • Referral to external mental health/social services/ community resources/ treatment • Related evidence-based programs • Cognitive Behavioral Therapy (CBT) • Dialectical Behavior Therapy (DBT) • Family and community involvement 	<ul style="list-style-type: none"> • Implementation Team • Complex Functional Behavior Assessment • Behavior Intervention Plan • Wraparound services • Individual support plan • Faculty/staff mentor • Academic and/or behavioral coach • Family engagement related to supports • Related evidence-based programs • Crisis prevention and response planning • Family and community involvement 	<ul style="list-style-type: none"> • Family Group Conference(s) • Formal Restorative Conference(s) • Student and youth-driven • Related evidence-based programs • Family and community involvement 	<ul style="list-style-type: none"> • A school-wide team meets regularly, reviews data to identify students who require additional support, selects among • Evidence-based Tier • 3 interventions, and monitors staff members' implementation • Teachers implement classroom components of function-based behavior support plan or other plan components developed through a wraparound process • Intensive, • Individualized, function-based • Behavioral Interventions that include antecedent, instructional, and consequence strategies • School mental health • Professionals provide • Evidence-based treatment services to indicated students (e.g., cognitive behavioral therapy) 	<ul style="list-style-type: none"> • Related evidence-based programs • Individual supports related to skill building • Engagement with family and caregivers • Continued involvement of PPS staff in an individualized manner • Possible referral to (and collaboration with) community-based resource • Family and community involvement

NYSED Mental Health Education Literacy in Schools

Sample Frameworks (K-12) →	Social Emotional Learning (SEL)	Mental Health Support	Positive Behavioral Interventions & Supports (PBIS)	Restorative Practices/ Restorative Justice	Interconnected Systems Framework (ISF)	Trauma Sensitive/Informed Schools
<p>Tier 3 Support for Students with High Need (Few)</p>					<ul style="list-style-type: none"> • Additional student and family supports developed through a wraparound process • Actively engage families in positive activities (e.g., cookouts, events in community/ school) • Engage families in developing function based or other supports through person-centered planning and/or wraparound processes • Staff member with established relationship with parents of at-risk students and communicate regularly about services and progress • Related evidence-based programs • SBIT involvement & collaboration • Family and community involvement 	
<p>Tier 2 Support for Students At-Risk (Some)</p>	<ul style="list-style-type: none"> • Targeted explicit instruction in SEL competencies, strategies, and skills • Practice and coaching • Peer-to-peer SEL workshops 	<ul style="list-style-type: none"> • Individual/small group counseling • Support groups (e.g. stress or anger management) • Parent Outreach • Substance abuse counseling/ brief intervention 	<ul style="list-style-type: none"> • Implementation Team • Faculty/staff mentor • Daily Check In/Check Out (CICO) • Short-term behavioral Daily Progress Reports (DPR) 	<ul style="list-style-type: none"> • Peer Mediation • Restorative Problem-Solving Circles • Formal Restorative Conference • Community service • Related evidence-based programs • Family and 	<ul style="list-style-type: none"> • A school-wide team meets regularly, reviews data to identify students in need of additional support, selects among evidence-based Tier 2 interventions, and 	<ul style="list-style-type: none"> • Related evidence-based programs to use with this tier of the framework • Small groups support related to focused skill building and strategy instruction • Engagement with family and caregivers

NYSED Mental Health Education Literacy in Schools

Sample Frameworks (K-12) →	Social Emotional Learning (SEL)	Mental Health Support	Positive Behavioral Interventions & Supports (PBIS)	Restorative Practices/ Restorative Justice	Interconnected Systems Framework (ISF)	Trauma Sensitive/Informed Schools
<p>Tier 2 Support for Students At-Risk (Some)</p>	<ul style="list-style-type: none"> • SEL focused community building circles • Related evidence-based programs • Implementation Team • Family and community involvement 	<ul style="list-style-type: none"> • Collaboration with PPS workers • Possible referral to external mental health/social services resources • Related evidence-based programs • Family and community involvement 	<ul style="list-style-type: none"> • Social Academic Instructional Groups (SAIG) • Individualized Behavior Contract • Basic Functional Behavior Assessment • Behavior Support Plan (BSP) • Academic and/or behavioral coach • Family engagement related to involvement • Participation in targeted afterschool support program(s) • Related evidence-based programs • Family and community involvement 	<p>community involvement</p>	<ul style="list-style-type: none"> • monitors staff members' implementation • Mental health supports • Push-in to classroom setting to assist students who are at-risk • Teachers implement classroom components of Check-In Check-Out (CICO) or other Tier 2 practices with fidelity • Targeted-group interventions (e.g., CICO) implemented by in-school and community-based providers • Teachers provide indicated behavioral interventions for students identified as needing them (e.g., daily progress reports, organization interventions) • Invest in interventions that build and strengthen the link between home and school (e.g., CICO) 	<ul style="list-style-type: none"> • Continued involvement of PPS staff in a targeted manner • Brief intervention • CBITS • Possible collaboration with community-based resource • Family and community involvement

NYSED Mental Health Education Literacy in Schools

Sample Frameworks (K-12) →	Social Emotional Learning (SEL)	Mental Health Support	Positive Behavioral Interventions & Supports (PBIS)	Restorative Practices/ Restorative Justice	Interconnected Systems Framework (ISF)	Trauma Sensitive/Informed Schools
					<ul style="list-style-type: none"> • Increase the frequency of family contacts, and provide supports required for families to effectively engage with school and vice versa • Staff develop enhanced relationships with parents of those students exhibiting problems • Related evidence-based • SBIT involvement & collaboration • Family and community involvement 	
<p>Tier 1 Support for Every Student (All)</p>	<ul style="list-style-type: none"> • Explicit instruction in SEL core competencies • Integration of SEL competencies within the content areas • General teaching pedagogy that models and supports SEL • Opportunities to practice SEL skills • Feedback about SEL prosocial skill usage • Address domains of emotional intelligence • Strategies for resilience, mindfulness, mindset, grit, etc. 	<ul style="list-style-type: none"> • Mental health screening • Create a physically and emotionally safe environment for students free of stigma • School-Based Health Centers (SBHC) that provide Mental Health and wellness supports • Prevention/Intervention supports to boost protective factors and resilience (e.g., stress management, wellness promotion, substance abuse prevention program, suicide prevention, self- 	<ul style="list-style-type: none"> • Implementation team • School-wide and classroom-wide behavioral expectations • Explicit instruction of positive expectations within all school settings based on a school-wide matrix • Explicit instruction of positive expectations for classroom routines based on a classroom matrix • Evidence-based classroom management strategies • Reinforcement for prosocial behaviors 	<ul style="list-style-type: none"> • Primary focus on relationships between and amongst teachers and students • Secondary focus on rules • Physical and emotional environments contribute to a culture of care • Informal affective statements • Informal affective questions • Small impromptu conferences 	<ul style="list-style-type: none"> • Universal screening • School and mental health professionals work together for prevention programming (e.g., bullying, substance use, aggression, teen pregnancy) • Explicit instruction of positive expectations within all school settings based on a school-wide matrix • Effective instructional and classroom 	<ul style="list-style-type: none"> • Related evidence-based programs to use with this tier of the framework • Assess current school climate for strengths, needs, redundancies, etc. • Define the role of PPS workers • Analyze current discipline procedures for elements of support and reclaiming as opposed to a punitive focus • Identification of curricula that is focus on skill building to support resilience and flourishing • School crisis plan

NYSED Mental Health Education Literacy in Schools

Sample Frameworks (K-12) →	Social Emotional Learning (SEL)	Mental Health Support	Positive Behavioral Interventions & Supports (PBIS)	Restorative Practices/ Restorative Justice	Interconnected Systems Framework (ISF)	Trauma Sensitive/Informed Schools
<p>Tier 1 Support for Every Student (All)</p>	<ul style="list-style-type: none"> • Annual school climate surveys (student, staff, parents) • Community building • Annual SEL Plan based on survey and other student data • Universal screening • Related evidence-based programs • Implementation Team • Family and community involvement 	<p>regulation, interpersonal skills)</p> <ul style="list-style-type: none"> • Peer education programs • On-going professional development for administrators, teachers, and staff about mental health (e.g., Mental Health First Aid; Youth Mental Health First Aid) as a continuum (wellness, risk, indicated) • Collaboration with teachers and PPS workers • Related evidence-based programs to use with this tier of the framework • <i>Safe Schools/Healthy Students</i> (SS/HS) elements, guiding principles, and strategic approaches assist school, mental health, and service stakeholders with planning and implementation • Family and community involvement 	<ul style="list-style-type: none"> • Function-based problem solving • Guidance conference(s) • Training to create cadres of peer educators • Student leadership opportunities • Bullying prevention • Promotion of respect for diversity • Academic support services • Student government, extracurricular clubs/teams • Afterschool, summer, and community school • Community service opportunities • Cultural responsiveness • Family engagement related to awareness • Data-based decision making • Universal screening • Related evidence-based programs • Family and community involvement 	<ul style="list-style-type: none"> • Collaborative problem solving • Acknowledgement of personal responsibility via effect of actions on others • Resolutions are teachable moments and educational for all • Restoration/ reparation as part of resolution outcomes • Community Building Circles • Maintain community and connectedness • Negotiation Skills Training • Peer Mediation • Restorative Circles • Community service • Student voice • Student circle keeper training • Teachers as models of restoration • School policies and practices reflect cultural and linguistic competency and are focused on restoration • Restorative discipline • Related evidence-based programs 	<p>management practices for all</p> <ul style="list-style-type: none"> • Positive and high expectations for all students • Explicit instruction of positively-phrased expectations within all classroom routines, based on classroom matrix • Mental Health First Aid (MHFA)/ Youth Mental Health First Aid training for administrators, teachers, and staff • All students, including students receiving Tier 2 and 3 interventions, access supports included in Tier 1 • Students' Tier 2 and 3 supports should be developed to align with Tier 1 or school-wide supports • Implement strategies, workshops, trainings to engage all parents and families. • Increase opportunities for positive communications with families • SBIT involvement and collaboration 	<ul style="list-style-type: none"> • PD regarding the influence of student learning and functioning in multiple areas • On-going training about best practice for working with students who may have experienced trauma • Build capacity of families • Engagement with family and caregivers • Consider the possible impact of traumatic events, such as those reflected on the ACES, on students and their families • Child Trauma Screen • Family and community involvement

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Sample Frameworks (K-12) →	Social Emotional Learning (SEL)	Mental Health Support	Positive Behavioral Interventions & Supports (PBIS)	Restorative Practices/ Restorative Justice	Interconnected Systems Framework (ISF)	Trauma Sensitive/Informed Schools
<p>Tier 1 Support for Every Student (All)</p>				<ul style="list-style-type: none"> • Family and community involvement 	<ul style="list-style-type: none"> • Implementation team • Family and community involvement • Related evidence-based programs 	

Adapted by: Dr. L. Ficarra (2018) from NYSED’s adaptation of SEL guidance from Illinois SS/HS State Group and Erie 2 BOCES

Self-Evaluation: Key Mental Health and Well-being Benchmarks

Key Mental Health and Well-being Benchmarks for a Positive School Climate and Culture

This tool may be useful in addressing key benchmarks of a school climate that support mental health and wellness. This is not a school climate survey but is intended to be used as a guide toward assessing your school’s current status as it relates to mental health and well-being as a starting point to determine next steps.

Criteria – Use this key to score your current school’s status with regard to the benchmarks below.

1	School has not yet focused on this element
2	Initial actions have been taken
3	Several steps have been taken
4	Nearly integrated into practice
5	Comprehensively and sustainably integrated into practice

Universal Benchmarks

Considerations - Administrators will want to consider characteristics of the environment that promote the mental health and resilience of all members of the school community. Principles of Social Emotional Learning, fair and restorative disciplinary and behavioral management practices, school connectedness, and the recognition of trusted relationships.

BENCHMARKS – Universal	1	2	3	4	5	Comments and next steps
A. Strategies exist to create a welcoming environment for new students.						
B. Data is used to evaluate equitable and fair treatment of students by teachers and staff. Students feel safe from verbal abuse, teasing, and exclusion related to mental health concerns.						
C. Educators support the development of social and emotional knowledge and skills including effective listening, social problem-solving, reflection, and emotional regulation, empathy, personal responsibility, and decision making.						
D. Students know where, when, and how to access emotional supports for themselves or a peer.						
E. All students have meaningful opportunities to contribute to the well-being of their school community.						
F. Parents feel welcome and know how to access mental health and social supports for their children at school and in the community.						
G. Mutual respect for individual differences is a norm, and diversity is celebrated.						
H. Relationships exist with community mental health providers toward improving communication and access to care for students in need.						
I. Other						

Selective Benchmarks

Considerations - These benchmarks focus on meeting the needs of the school staff that are working with students and their families related to behavioral and mental health concerns. Administrators may consider measures that promote timely identification, engagement, communication and intervention toward improved outcomes. Advanced skills training is important for school-based health and mental health professionals. Faculty, staff, administrators and parents should all have education in recognition of signs of psychological distress, and have knowledge about how, when and where to access mental health support in school and in the community. Efforts should be made to ensure supports are readily accessible and available.

BENCHMARKS – Selective	1	2	3	4	5	Comments and next steps
J. Strategies exist to promote school connectedness among students with excessive absences, and/tardiness or exhibiting other signs that they are at risk for becoming disconnected from school.						
K. Students with learning differences or mental health challenges that require special academic settings or services are made to feel welcome and strategies exist to include them in the social and academic life of school.						
L. Students experiencing behavioral challenges are assessed for delays in social emotional skills development.						
M. School-based mental health professionals provide consulting and coaching to teachers working with students exhibiting behavioral or mental health concerns.						
N. Strategies exist for educating parents about mental health resources and the recognition of psychological distress in their children.						
O. Grief support and trauma-informed interventions are available to students and staff experiencing losses and/or difficult life situations.						

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BENCHMARKS – Selective	1	2	3	4	5	Comments and next steps
P. Strategies are in place for the recognition and prevention of compassion fatigue and burnout among teaching and support staff.						
Q. Other						

Indicated Benchmarks

Considerations - These benchmarks are related to intervention when an individual student is experiencing a mental health crisis. Administrators may consider standardized procedures for assessment, safety planning, family engagement, therapeutic intervention, and referrals. Advanced skills training is important for school-based health and mental health professionals. Faculty, staff, administrators, students and parents/guardians should all receive education to recognize signs of psychological distress and knowledge about how, when and where to access mental health support in school and in the community. Efforts should be made to ensure that supports are readily accessible and available.

BENCHMARKS – Indicated	1	2	3	4	5	Comments and next steps
R. Standardized written procedures for intervening with a student experiencing a mental health crisis.						
S. Communications with community mental health providers and clear pathways to care have been optimized through agreements and dialog.						
T. There are standardized written procedures for intervening when a student is exhibiting warning signs of psychological distress.						
U. Therapeutic supports are routinely put into place when a student with an identified emotional health challenge or experiencing acute emotional distress is undergoing serious disciplinary action.						
V. All health and mental health professionals are receiving professional development and/or current training on: therapeutic crisis intervention, behavioral management, suicide risk assessment, safety planning, and behavioral management.						
W. Reentry meetings are in place for when a student has left the building for community mental health assessment or for inpatient care.						

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BENCHMARKS – Indicated	1	2	3	4	5	Comments and next steps
X. Reentry meetings are in place when a student has left the building for community suicide risk assessment or for inpatient care.						
Y. All mental health staff have training in Safety Planning Intervention and the safety plan is documented.						
Z. Debrief and support are provided to staff members that engaged in intervention.						
AA.Other						



Implementation

Sample Policy on Integrating Mental Health Education and Well-Being within an Entire School Environment

Reviewed with input from the New York State School Boards Association

Purpose

Effective July 1, 2018, New York State Education Law § 804 requires health education in schools to include instruction in mental health.¹⁷ Mental health is defined as a state of well-being in which every individual realizes their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community.¹⁸ As part of overall health and wellness, mental health includes: a sense of self-esteem and self-confidence; the ability to identify, express and regulate emotions; the ability to set and achieve goals; recognition of one’s creative skills; the ability to expand knowledge and skills; the ability to feel and show empathy for others; and the ability to create and maintain satisfying relationships.¹⁹ To comply with the amendments to Education Law § 804, Commissioner’s Regulation §135.3 was amended to require that health instruction include mental health and the relation of physical and mental health; be designed to enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity. Integration of this instruction within existing health education curriculum and other key areas such as wellness and student support will create positive, safe and supportive environments, and provide opportunities to build and practice relationship skills, resilience and social and emotional competencies.

While it is understood that the regulatory requirements only speak to integration of mental health instruction into the health curriculum, this comprehensive guide encourages schools to promote a whole school, whole child, multi-tiered approach to mental health which recognizes the significant positive impact on students when there is a holistic approach.

Sample Policy

The [School District] recognizes that mental health is a state of well-being in which every individual realizes one’s potential, can cope with normal stresses of life, can work productively and fruitfully, and is able to contribute to one’s community.²⁰ It is a dimension of overall health. As part of overall health and wellness, mental health includes: a sense of self-esteem and self-confidence; the ability to identify, express and regulate emotions; the ability to set and achieve goals; recognition of one’s creative skills; the ability to expand knowledge and skills; the ability to feel and show empathy for others; and the ability to create and maintain satisfying relationships. Schools play a key role in promoting mental health in all children and young people, recognizing that student’s learning and

¹⁷ New York State Education Law § 804. “Health education regarding mental health, alcohol, drugs, tobacco abuse and the prevention and detection of certain cancers.” See Appendix A

¹⁸ http://www.who.int/features/factfiles/mental_health/en/

¹⁹ World Health Organization. Mental health: a state of well-being. http://www.who.int/features/factfiles/mental_health/en/

²⁰ CASEL. What is SEL? <https://casel.org/what-is-sel/>

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development is supported by environments that promote mental health.²¹ The impact is the greatest when all staff is involved in mental health promotion as it relates to every area of the school – the culture, policies, curriculum and activities.²² This policy is intended as guidance to all staff, including non-teaching staff and volunteers. It should be read in conjunction with the medical policy in cases where a student’s mental health overlaps with or is linked to a medical issue, district confidentiality policies, policies for students with identified special education needs, and other related mental health policies (e.g., wellness, student support and discipline, including alternatives).

The policy affirms our commitment to providing safe, welcoming and supportive environments that promotes a culture of respect and equity; embeds social and emotional learning into the curriculum, including mental health instruction in Health Education programs; ensures families, students and staff are key partners in mental health and well-being initiatives; and works collaboratively with local health professionals and the community.

The goals of the _____ district to accomplish these are to:
(Name of School District)

- Promote positive mental health for all staff and students;
- Educate and support the school community on a variety of approaches that are culturally sensitive to support mental health;
- Increase the skills of students, staff, parents and school community to recognize signs of mental health conditions;
- Decrease stigma related to talking about mental health;
- Provide support to staff through trainings including ways to recognize when students are experiencing mental health challenges;
- Link students and families to a range of available supports;
- Provide guidance and resources to parents/guardians on how to talk to their children about mental health; and
- Provide support to students living with mental health challenges, their peers, parents and caregivers.

Teaching and Supporting Mental Health

The mental health component of the health education curriculum will be developed by the appropriate school instructional staff and district mental health support staff to ensure that school staff has appropriate knowledge and support to address mental health challenges both preventively and responsively. When appropriate, staff will be encouraged to collaborate with qualified community mental health professionals. This policy and related supports and curriculum will be consistent with the principles of the whole child and whole

²¹ National Center for Mental Health Promotion and Youth Violence Prevention Education Development Center, Inc., Health and Human Development Division. Realizing the Promise of the Whole-School

²² Approach to Children’s Mental Health: A Practical Guide for Schools.

http://www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/mental_health_guide.pdf

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school approaches, including multi-tiered support frameworks, and will be offered within a safe and culturally-sensitive environment.

The [District's] approaches will reflect an understanding that mental health literacy includes four key components:

- How to obtain and maintain positive mental health;
- Ways to prevent mental health challenges and disorders, identify symptoms of disorders, and the range of available supports and treatments;
- Decrease stigma and promote appropriate help-seeking behavior; and
- Increase understanding of the challenges of mental health conditions in everyday life.

Elements of positive mental health include: An understanding of the elements of positive mental health, reducing stigma and promoting recovery including strengthening social determinants of health, and personal resources such as engaging with learning at school; connecting with family, peers and community; believing in one's ability to learn and engage with others; ensuring equitable access to opportunities to learn and engage; and strengthening capacity to advocate for a healthier environment.

Staff will receive regular training about supporting mental health, recognizing, and responding to mental health needs in a developmentally (to include students with special needs) appropriate and culturally sensitive way. The school district will support district-wide professional development on integrating mental health education into the curriculum, and in accessing resources, tools and professional learning to enhance their knowledge and capacity to integrate mental health and well-being content across the curriculum. The Integrating Mental Health Policy will be distributed through all schools in the district and posted online.

Implementing and Evaluating the Policy on Mental Health

The District will establish an implementation and evaluation plan for this policy to monitor its effectiveness and the possible need for modification over time. Towards this end, the District designates the following staff to have operational responsibility for ensuring that the District meets the goals and mandates of this policy. [*District may use title as opposed to individuals' names*]. These designated staff, including school mental health support staff, will also serve as liaisons with community agencies that may help with providing resources. The District will annually report on the progress toward meeting the goals of the policy to the School Board, wellness committee, building principals and school health services personnel.

The (School district) recognizes that every member of (school district) has an impact on student health and contributes to creating an environment that promotes positive mental health and well-being. All members of our school community - including students, teachers, support staff, school related professionals, administrators, school board, families and volunteers, will be supported in their efforts to provide an environment that promotes mental health.

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The (school district) curriculum will integrate the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity throughout K-12.

The Board of Education (BOE) shall promote necessary district-wide staff awareness and understanding of the Mental Health Education policy by:

- Having it reviewed by the Policy Committee and then adopted in Public Session by the BOE;
- Distributing the policy and making it available online; and
- Supporting district-wide professional development on integrating mental Health Education into the curriculum.

The BOE shall promote necessary community awareness of the Mental Health Education Policy by the following:

- Discussing the change and supports available at a meeting(s) of the BOE; and
- Highlighting the curriculum change in the district newsletter.

The School District will:

- Provide a curriculum that actively engages and builds students' self-awareness, social awareness, responsible decision-making, self-management and relationship skills, and social and emotional learning;
- Support staff in accessing resources, tools and professional learning to enhance their knowledge and capacity to integrate mental health and well-being content across the curriculum;
- Establish a whole school, whole child approach to mental health that is consistent with this policy by providing positive, safe and supportive environments and opportunities to build and practice relationship skills, resilience and social and emotional competencies;
- Engage an advisory committee such as a Wellness or similar committee in supporting efforts; and
- Engage students, families and the community in supporting mental health and well-being in a culturally-sensitive approach.

Monitoring and Review of Policy

The Mental Health Education Policy and related curriculum will be monitored and reviewed annually by (identify team, including qualified mental health professional(s)).

Last Updated: Month/Year

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Examples of evidence-based frameworks and programs that include balancing universal, selective and indicated approaches include: Interconnected Systems Framework,²³ Positive Behavior Interventions and Supports,²⁴ Restorative Practices,²⁵ Social and Emotional Development and Learning,²⁶ Trauma-Sensitive/Trauma-Informed;²⁷ and Whole School, Whole Community, Whole Child.²⁸

²³ <https://www.pbis.org/school/school-mental-health/interconnected-systems>

²⁴ PBIS. Positive Behavioral Interventions and Supports. <https://www.pbis.org/>

²⁵ <http://restorativejustice.org/restorative-justice/rj-outside-criminal-justice/schools/restorative-discipline/#sthash.neHuH6jk.dpbs>

²⁶ NYSED. Educating the Whole Child. Engaging the Whole School: Guidelines and resources for social and emotional development and learning (SEDL) in New York State.

https://www.wtc.ie/images/pdf/Emotional_Intelligence/eq23.pdf

²⁷ National Child Traumatic Stress Network resources for schools.

<https://www.nctsn.org/resources/audiences/school-personnel>

²⁸ Whole School, Whole Community, Whole Child (WSCC). <https://www.cdc.gov/healthyyouth/wsccl/>

Glossary of Services and Terminology

Confidentiality Policies: FERPA and HIPPA: An Alphabet Soup Meaning-Confidentiality. Mental Health Clinic staff requirements for confidentiality and sharing of records emanates from the Health Insurance Portability and Accountability Act (HIPPA) and Section 3313 of the Mental Hygiene Law. In addressing parental and student confidentiality rights, schools are governed by the federal Family Educational Rights and Privacy Act (FERPA) and when addressing Medicaid funding, HIPPA as well. Serving the child in the context of the family is most effective. The goal is to have school and mental health systems work with the parent to encourage their willingness to approve the sharing of information that will assure a consistent school and community approach to addressing the needs of the child and the family. Issues surrounding sharing of information are at the crux of many disputes when implementing school-based mental health programs. With informed parental consent most of these issues disappear. Without parental consent, the mental health provider is generally not able to share individual child information. The partnership should determine how to use aggregate data to assess the effectiveness of the partnership in addressing school-wide outcomes. What information or records can be shared between school and clinic staff?

Informed consent reflects parental understanding about what will be shared and how the information would/could be used and when consent can be withdrawn. The consent cannot be generic. It must be specific and updated to reflect current records and reports. Consider this an ongoing process that must be built into the relationship with the student/parent. In addressing this sensitive area, generally it is helpful in establishing a strong partnership that approaches this question first as, “What limited information is needed by staff for each system to more effectively do their job?” Once partners reach consensus on the specifics of this information, they can address how to go about discussing with the parent the what, who and how that leads to informed consent.

Clinics are governed by Section 3313 of the Mental Hygiene law and HIPPA. They are required to obtain an additional consent of the parent to release the records related to any assessment conducted as a result of screening or any other reason. If the parent does not consent, the clinic is prohibited from releasing the record to the school district.

[Joint Guidance on FERPA and HIPAA](#)

Needs Assessment: an essential initial step in considering what efforts currently exist and what gaps may exist in achieving, once defining, a specific goal. A needs assessment is part of an on-going data-based decision-making process and informs the work of teams and collaborative endeavors with stakeholders.

Parity: Mental health parity describes the equal treatment of mental health conditions and substance use disorders in insurance plans. When a plan has parity, it means that if unlimited doctor visits are provided for a chronic condition, like diabetes, then the insurance provider must offer unlimited visits for a mental health condition such as depression or schizophrenia. However, parity does not necessarily equate to good mental health coverage. Comprehensive parity requires equal coverage, not necessarily "good" coverage. If the health insurance plan is very limited, then mental health coverage will be similarly limited even in a state with a strong parity law or in a plan that is subject to federal parity.

School-based Interdisciplinary Teams:

- **Multi-Tiered System of Support (MTSS) Team:** a multidisciplinary team that meets regularly at the school to review specific student needs to develop goals and an action plan to address those needs. Typically includes teachers, special education service providers, school counselor, school social worker, school psychologist, administrator, and other faculty and staff as relevant to the student being reviewed. The parent/ guardian of the student is informed of the meeting and often invited to attend or contribute to the parent's view of the student's needs.
- **RTI/PBIS Team (Response to Intervention; Positive Behavioral Interventions and Supports):** a multidisciplinary team that meets regularly at the school to fully review and develop goals to address significant student learning and behavioral needs through evidence-based interventions. Typically includes teachers, special education teacher, literacy/reading specialist, speech/language pathologist, school counselor, school social worker, school psychologist, administrator, parent and other faculty and staff as relevant to the student being reviewed. Student needs and interventions are organized into three tiers: Tier One (whole class interventions), Tier Two (small group or more targeted interventions) and Tier Three (intensive interventions and/or referral).
- **Building/District Leadership Team:** a multidisciplinary team that meets regularly at the school to review school policies and procedures and develop implementation plans as needed. Typically includes administrators and teacher representatives selected by the faculty.

Additional Resources

Informational Resources to Comprehensively Address Mental Health Well-Being within the Entire School Environment

Please note that the resources contained in this document do not necessarily represent the views of, and are not being promoted by, the NYSED, New York State Agency Partners, or the Advisory Council. Professionals representing diverse and valuable expertise in the fields of education, pupil personnel services, and mental health have identified these resources as evidence-based information and/or best practices currently available and, in many cases, being used in schools.

Classroom and School Personnel Resources

Every Student Succeeds Act (ESSA) NYS Consolidated State Plan:

<http://www.p12.nysed.gov/accountability/essa.html>.

- What parents should know about ESSA: [Parents](#).
- What educators should know about ESSA: [Educators](#).
- What board members should know about ESSA: [School Board Members](#).

GoNoodle - Movement and Mindfulness for the Classroom: <https://www.gonoodle.com/>.

Learning Ready Brain Animated Video and Resources, Washington State University: <https://extension.wsu.edu/cafru/2017/05/31/the-learning-ready-brain-animated-video-is-now-available/>

Math as Social Activity: <https://www.edutopia.org/video/how-teach-math-social-activity>.

Mental Health and High School Curriculum Guide – Understanding Mental Health and Mental Illness: <http://teenmentalhealth.org/product/mental-health-high-school-curriculum/>.

Mind-Up - Fifteen lesson program for Pre-K through 8th grade students grounded in four core pillars: Neuroscience, Positive Psychology, Mindful Awareness and Social-Emotional Learning: <https://mindup.org/>.

Mind Yet – Mindfulness Sessions from Committee for Children: <https://www.mindyeti.com/>.

Mental Health Education in Schools PowerPoint [Mental Health Education Literacy in Schools](#)

One-page informational document schools can use to educate staff, students, families and communities. [Mental Health Education Literacy In Schools](#)

NYSED's [Office of Student Support Services](#) and [Office of Curriculum and Instruction Health Education](#) websites include mental Health Education resources including a

NYSED School Guidance Counseling Programs – please place here

School Responder Models:

https://www.ncmhjj.com/wp-content/uploads/2017/10/NCJFCJ_SJP_ResponderModel_Final.pdf

Data

Kids' Well-being Indicators Clearinghouse (KWIC) - view health, education and well-being indicators to learn about the status of NYS children: <http://www.nyskwic.org/>.

Centers for Disease Control and Prevention (CDC) - Mental health in childhood means reaching developmental and emotional milestones, and learning healthy social skills and how to cope when there are problems: <https://www.cdc.gov/childrensmentalhealth/index.html>.

CDC School Health Policies and Practices Survey results: <https://www.cdc.gov/healthyouth/data/shpps/index.htm>

CDC 2016 School Health Profiles (Profiles) results: <https://www.cdc.gov/healthyouth/data/profiles/index.htm>.

CDC 2017 Youth Risk Behavior Survey (YRBS) results: <https://www.cdc.gov/healthyouth/data/yrbs/results.htm>.

NYSDOH- Please place the Prevention Agenda for Mental Health Here

Multiple Systems Navigator - youth, parents, family members and caregivers relying on supports from multiple child/family serving systems. Get help in accessing Health Education, human service and disability information: <http://www.msnavigator.org/>.

NYS OASAS Youth Developmental Survey (YDS): https://www.oasas.ny.gov/prevention/documents/nysyds_2014_final51116.pdf.

Mental Health

Addressing Barriers to Learning; Embedding Mental Health into a Learning Supports Component: <http://smhp.psych.ucla.edu/pdfdocs/newsletter/spring18.pdf>.

CDC's National Statistics Mental Health of Children ages 3-17: <https://www.cdc.gov/childrensmentalhealth/features/kf-childrens-mental-health-report.html>.

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Center for Resilient Leadership - Transforming the way leaders and individuals approach everyday challenges in order to build resilience in themselves and their teams: <https://centerforresilientleadership.com/about-2/donna-volipitta-ed-d/>.

CDC Children's Mental Health:

<https://www.cdc.gov/childrensmentalhealth/documents/access-infographic.html>.

Child Mind Institute's - 2017 Children's Mental Health Report looks at teenage years, highlighting factors that make adolescence exciting, important, and potentially dangerous: <https://childmind.org/report/2017-childrens-mental-health-report/>.

Mental Health First Aid (MHFA) Training: <https://www.mentalhealthfirstaid.org/>.

[MHANY White Paper, Mental Health Education in New York Schools: A Review of the Legislative History, Intent and Vision for Implementation](#)

New Hampshire Education Department's School Wellness Toolkit, "Creating Optimal Outcomes for all Children": <http://www.nhstudentwellness.org/>.

Project Teach – Addressing Limited Access to Child Psychiatrists: https://www.omh.ny.gov/omhweb/project_teach/.

Suicide Prevention Resources from the NYS Suicide Prevention Center Here

The Opioid Crisis in New York State: The Journey to Solutions; New York State Psychological Association White Paper – integration of services: [Opioid Crisis in NYS and Integration of Services](#).

The Community Technical Assistance Center (CTAC) of NY - is a training, consultation, and educational resource center available to all adult and child-serving mental health clinics in NYS: <http://www.ideas4kidsmentalhealth.org/the-community-technical-assistance-center-ctac.html>.

Science Daily - Rutgers University-Camden scholar studies how black teens express depression: <https://www.sciencedaily.com/releases/2018/01/180108090232.htm>.

Mindfulness Literature

Affirmation Weaver: A Believe in Yourself Story, by Lori Lite

Angry Octopus: A Relaxation Story, by Lori Lite

Bubble Riding, by Lori Lite

Building Emotional Intelligence, by Linda Lantieri

Mindful Movements, by Thich Nhat Hanh

Mindfulness for Beginners, by Jon Kabat-Zinn

See Otter Cove: A Relaxation Story, by Lori Lite

Sitting Still Like A Frog, by Eline Snel

The Way of Mindful Education, by Daniel Rechtschaffen

The Wisdom Within, by Allison Morgan

The Boy and the Bear, by Lori Lite

Mindfulness Materials

Campbell Collaborative systematic review of mindfulness programs and interventions in schools with an overall review of cautious optimism in adoption of school-based mindfulness interventions for children and youth:

<https://campbellcollaboration.org/library/mindfulness-based-interventions-primary-and-secondary-school-students.html>.

[CASEL Guide: Effective Social and Emotional Learning Programs Middle and High School](https://casel.org/preschool-and-elementary-edition-casel-guide/): – “four programs (. b, Kraal Yoga, Learning to Breathe, and Transformative Life Skills) designed to promote mindful awareness met CASEL’s research criteria”.
<https://casel.org/preschool-and-elementary-edition-casel-guide/>.

Screening Tools

School-Wide Universal Screening for Behavioral and Mental Health Issues: Implementation Guidance: [School-Wide Universal Screening](#)

Mental Health, Social-Emotional, and Behavioral Screening and Evaluation Compendium:

https://education.ohio.gov/getattachment/Topics/Other-Resources/School-Safety/Building-Better-Learning-Environments/PBIS-Resources/Tier-II-Tier-III-and-Behavioral-Health/Mental-Health-Social-and-Emotional-Screening-and-Evaluation-Compendium-with-bookmarks.pdf.aspx?sm_au=iVVMftW3rcJ1rWq6.

Social Emotional

Character Education – The Center for the 4th and 5th Rs (Respect and Responsibility), located in SUNY Cortland's School of Education Cortland University promotes development of performance and moral character excellence and ethics—in schools, families, and communities: <http://www2.cortland.edu/centers/character/>.

Greater Good Science Center https://ggsc.berkeley.edu/who_we_serve/educators

Kimochis - A Social-Emotional Curriculum:

www.kimochis.com.hkhttp://www.kimochis.com/about/social-emotional-learning-curriculum/

Lions Club of America partnering with Anchorage Alaska School District to bring Lions Quest, a social emotional learning program, to the middle schools: www.lions-quest.org.

Might add this resource also - <https://centerhealthyminds.org/>

Social Emotional Learning Findings from A National Survey - Perspectives from America's Schools: http://www.edweek.org/media/ewrc_selreport_june2015.pdf.

Yale Center for Emotional Intelligence, a social emotional program that uses the power of emotions to drive learning, decision making, creativity, relationships and health: www.therulerapproach.org.

National School Climate Center promotes safe, supportive learning environments and academic growth for all students: www.schoolclimate.org.

The Missing Piece – A National Teacher Survey on Social Emotional Learning Can Empower Children and Transform Schools: <https://www.casel.org/wp-content/uploads/2016/01/the-missing-piece.pdf>.

Trauma-Informed

The National Child Traumatic Stress Network (NCTSN): Resources for School Personnel: <http://www.nctsn.org/resources/audiences/school-personnel>.

Teaching Resources – University of Buffalo: <https://socialwork.buffalo.edu/about/trauma-informed-human-rights-perspective/what-is-trauma-informed-teaching-.html>.

Effects of Trauma Infographic:

<https://socialwork.buffalo.edu/content/dam/socialwork/social-research/ITTIC/trauma-informed-care-infographic.pdf>.

<https://www.rwjf.org/en/library/infographics/the-truth-about-aces.html>

Cognitive Behavioral Intervention for Trauma in Schools (CBITS):

<http://cbitsprogram.org/>.

Treatment and Services Adaptation Center –

- Trauma informed school systems that provide prevention and early intervention strategies to create supportive and nurturing school environments: <http://traumaawareschools.org/>.
- Support for Students Exposed to Trauma (SSET): <http://traumaawareschools.org/sset>.
- The Trauma Responsive Schools Implementation Assessment (TRS-IA): <http://traumaawareschools.org/traumaResponsiveSchools>.

Appendix Section

Education Law §804 – Appendix A

*Effective July 1, 2018

1. All schools shall ensure that their health education programs recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity.
2. All schools shall include, as an integral part of health education, instruction so as to discourage the misuse and abuse of alcohol, tobacco and other drugs and promote attitudes and behavior that enhance health, well-being, and human dignity.
3. Instruction regarding alcohol, tobacco, and other drugs shall be included in the health education provided for all elementary school pupils and shall be taught by the regular classroom teachers or by teachers certified to teach health education. Such instruction shall be designed according to the needs and abilities of the pupils at successive grade levels with the purpose of developing desirable health behavior, attitudes, and knowledge as well as self-reliance and problem solving capacity.
4. Instruction regarding alcohol, tobacco, and other drugs, in addition to continued health guidance in the junior high school grades and the senior high schools, shall be an integral part of a required health education course at each of these levels in the secondary schools curriculum. Students shall be required to demonstrate knowledge in the subject area through the use of a test, graded project or report, or any other means prescribed by the school authorities regarding alcohol, drugs, and tobacco. Any such course shall be taught by teachers holding a certificate to teach health. Related courses in the secondary school curriculum shall be taught in a manner supportive of health education regarding alcohol, tobacco, and other drugs. In addition, instruction regarding the dangers of driving while

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under the influence of alcohol or drugs shall be an integral part of a required health education course in the senior high schools. Such instruction shall be provided in all senior high schools whether or not these schools also provide driver education courses.

5. Instruction regarding methods of prevention and detection of certain cancers, including but not limited to breast cancer, skin cancer, testicular cancer and other cancers where certain preventive measures have become generally accepted and certain detection methods have been adopted and recommended generally to the public. Such instruction shall be an integral part of a required health education course at the senior high school level, in addition to continued health guidance in senior high schools. Any such course shall be taught by teachers holding a certificate to teach health.

6. a. The commissioner may prescribe in regulations such health education courses which include instruction regarding alcohol, tobacco, and other drugs as the commissioner may deem necessary and desirable for the welfare of pupils and the community. The contents may be varied to meet the needs of particular school districts, or portions thereof, and need not be uniform throughout the state, provided, however, that school districts shall utilize either the curriculum for health education instruction regarding alcohol, tobacco and other drugs prescribed by the commissioner or a course approved by the commissioner in accordance with criteria established by the commissioner. The commissioner is authorized to make recommendations to the board of regents beginning December first, two thousand fourteen and every three years thereafter relating to the modernization of such instruction required pursuant to subdivision one of this section, to include the most up to date age appropriate information available regarding the misuse and abuse of alcohol, tobacco and other drugs, including but not limited to heroin and

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opioids. Such instruction shall include, but not be limited to, information regarding drugs and other substances that are more prevalent among school aged youth. Such recommendations shall be the result of a collaboration between the department, the office of alcoholism and substance abuse services and the department of health. If the board of regents adopts such curriculum, the curriculum requirement shall take effect no later than the next school year after such curriculum has been adopted.

b. The commissioner shall make available an interpersonal violence prevention education package for grades kindergarten through twelve, which package may consist of student pamphlets, parent pamphlets, videotapes and other informative materials to be distributed to school districts, and shall encourage the use of such material as part of the health or other related curricula or programs.

c. The regents shall review the health curriculum requirements in existence on the effective date of this paragraph for the purpose of streamlining such curriculum and identifying any outdated components that may be eliminated or consolidated in order to ensure that students have sufficient time and instruction to develop skills to address issues of violence prevention and mental health. To the extent appropriate, the regents shall modify the existing curriculum to provide greater focus on the development of skills, by no later than middle school, that are needed to recognize, cope with and address potentially violent incidents including an understanding of student roles in emergency situations and other related skills designed to reduce the threat of violence in schools.

7. School authorities shall provide the needed facilities, time, and place for the instruction set forth herein and shall provide learning aids and curriculum resource materials which

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contribute to effective teaching methods and learning in health education regarding alcohol, tobacco, and other drugs.

8. All pre-service training programs in the state for elementary teachers shall include adequate preparation regarding the instruction in alcohol, tobacco, and other drugs set forth herein, and no teacher shall be licensed except upon satisfactory demonstration of the competencies included in the institutional proposals approved by the department.

9. Nothing contained in this section shall be deemed to diminish or impair the duties of the commissioner with respect to the continuing program for critical health problems established by chapter seven hundred eighty-seven of the laws of nineteen hundred sixty-seven as amended. The commissioner shall coordinate actions taken under authority of this section with the provisions of said chapter as they relate to health education in schools, inservice training and training programs, and curriculum or syllabus development regarding the deleterious effects resulting from the use, misuse, and abuse of alcohol, tobacco, and other drugs.

Amendment of the Regulations of the Commissioner of Education-Appendix B

Pursuant to Education Law sections 101, 207, 305, 308, 804, Chapter 401 of the Laws of 1998, Chapter 390 of the Laws of 2016, and Chapter 1 of the laws of 2017.

1. Subdivision (j) of section 135.1 of the Regulations of the Commissioner of Education is amended, effective July 1, 2018, to read as follows:

(j) *Health education* means instruction in the understandings, attitudes and behavior in [regard] relation to the several dimensions of health, including but not limited to [. This instruction relates to] the misuse of alcohol, tobacco and other drugs, the prevention and detection of certain cancers, safety, mental health, nutrition, dental health, sensory awareness [perception], disease prevention and control, environmental and public health, consumer health, first aid, and other health-related areas.

2. Subdivision (a) of section 135.3 of the Regulations of the Commissioner of Education is amended, effective July 1, 2018, to read as follows:

(a) Provision for health education. It shall be the duty of the trustees and boards of education to provide a satisfactory program in health education in accordance with the needs of pupils in all grades. Such program shall include the several dimensions of health, including mental health and the relation of physical and mental health, and shall be designed to enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity. This program shall include but shall not be limited to

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instruction concerning the misuse of alcohol, tobacco and other drugs, and the prevention and detection of certain cancers.

3. Paragraph (1) of subdivision (b) of section 135.3 of the Regulations of the Commissioner of Education is amended, effective July 1, 2018, to read as follows:

(b) Health education in the elementary schools.

(1) The elementary school curriculum shall include a sequential health education program for all pupils, grades K-6. In the kindergarten and primary grades, the teacher shall provide for pupil participation in planned activities for developing attitudes knowledge that contribute to their own sense of self-worth, respect for their bodies and ability to make constructive decisions regarding their social and emotional health, [as well as] physical [,] health and mental health. Personal health guidance shall also be provided according to the individual needs of pupils. This guidance shall include the development of specific habits necessary to maintain good individual and community health. In addition to continued health guidance, provision shall be made in the school program of grades 4-6 for planned units of teaching which shall include health instruction through which pupils may become increasingly self-reliant in solving their own health problems and those of the group. Health education in the elementary school grades shall be taught by the regular classroom teachers.

New York State Mental Health Education Advisory Council- Appendix C

NAME	AFFILITATION
Adams, Heather; Health Teachers Section: Assistant in Research and Educational Services	NYS United Teachers
Adman, Gail; Director of School Nursing	New York City Department of Education (NYCDOE)
Andriola, Tom; Chief of Policy Implementation	NYS Division of Criminal Justice Services
Armbruster, Lindsay; NYS Certified Health Educator	Burnt Hills, Ballston Lake Central School District; NYS Association for Health, Physical Education, Recreation and Dance
Bailey, Doug; Educational Consultant	NYSOMH
Bargy, Jennifer; Director, Bureau of Youth Development and Crossover Initiatives	NYS Office of Children and Family Services
Barney, Maribeth; Supervisor of Education Programs	NYSED
Barrett, Peg; LCSW-R	NYS School Social Workers Association President; Board Member
Belokopitsky, Kyle; Executive Director	NYS Parent Teachers Association
Benson, Debbie; Executive Director	NYS Council on Children and Families
Bernardi, Mike; Attendance Teacher	Albany City School District
Bernstein, Barbara; Chief Planning Officer	MHANYS; Westchester County
Bloom, Scott; Director School Mental Health Services	NYCDOE
Donna Bradbury, LMHC; Associate Commissioner	NYSOMH
Brandt-Ruzza, Sharyn; Manager School-Based Health Clinics	NYS Department of Health (NYSDOH)
Breux, Pat; Coordinator of School & Youth Initiatives	Suicide Prevention Center, NYSOMH
Bullock, Ebony; Assistant Superintendent	Office of Shared Accountability, Buffalo Public School District
Bunn, Christine; Family & Consumer Science Teacher	Liverpool Central School District; NYS Association of Family and Consumer Sciences
Burch, Wendy; Executive Director and Parent Advocate	National Alliance on Mental Illness
Burr, Emily; NYS Certified Health Educator	Albany City School District
Canzone-Ball, Kerri; Director Pupil Personnel Services	Albany City School District
Casey, Mary Beth; Director Office of Curriculum and Instruction	NYSED
Cieri, Anna Dr.; Assistant Superintendent Student Services	Williamsville Central School District
Delgado, Rachel; Elementary Teacher	Scotia-Glenville Central School District
Daily, Darryl; Associate in Physical Education, Office of Curriculum & Instruction	NYSED

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NAME	AFFILITATION
Davidson, Amanda; Youth Engagement Specialist	Youth Power!
Dawson, Amy; Health Education Instructional Coach	NYCDOE
DeCataldo, Kathleen; Assistant Commissioner, Office of Student Support Services	NYSED
Dye, Thelma Ph.D.; Executive Director and Chief Executive Officer	Northside Center for Child Development, New York City
Emerson, Susan M.D.	Family Medicine, Bassett Healthcare
Ficarra, Laura Ph.D.; Coordinator Prevention Planning and Education	NYS Office of Alcoholism and Substance Abuse Services (NYSOASAS)
Gallagher, Cindy; Director of Governmental Relations	School Administrators Association of NYS
Greene, Jacquelyn; Program Area Director	Policy Research Associates
Grishman, Henry; Superintendent	Jericho Union Free School District; NYS Council of School Superintendents
Grodin, Jerry Ph.D; Director of Professional Affairs	New York State Psychological Association
Guthrie, Elisabeth MD	Department of Psychiatry at Columbia University/New York State Psychiatric Institute
Harr, Lindsay; Executive Director School Wellness Programs	NYCDOE
Hollowood, Karen; Associate in School Nursing, Office of Student Support Services	NYSED
Hull, Jessica; NYS Certified Health Educator	Shenendehowa Central School District; NYS Association for Health, Physical Education, Recreation and Dance
Hernas, Denise; Public Health Program Nurse-Child Health	School-Based Health Centers; NYSDOH
Irani, Priti; Research Scientist-Public Policy	NYSDOH
Jambor, Steven Ph.D.; Professor President	Fordham University School of Education Westchester/Putnam School Boards Association
Jean, Gloria; Professional Development Committee Chair	NYS Counselor Association College of Saint Rose
Khalil, Linda; Executive Director	NYS Center for School Health
Kremer, Tim; Executive Director	NYS School Boards Association
Lask, Sylvia; Board Member and Advocate	MHANYS
Liebman, Glenn; Chief Executive Officer	MHANYS
Manchester, Carri; Associate, Office of Student Support Services	NYSED
Martello, Jacqueline; Division of Integrated Community Services for Children and Families	NYSOMH
Maynard, Shauna; Special Education Administrator; Board Member	Questar III BOCES; New York Association of School Psychologists
McDowell, Karla; Pupil Personnel Assistant Director	Albany City School District
McHugh, Mary; LCSW-R Director, Strategic Clinical Solutions	NYSOMH

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NAME	AFFILIATION
Miller, Connie; Educational Support Services	Board of Cooperative Educational Services (BOCES)
Molloy, Amy; Director of Education	MHANYS
Morrissey, Martha; Associate in School Nursing, Office of Student Support Services	NYSED
Murray, Catherine; NYS Certified Health Educator	Southern Cayuga Central School District
Pierce, Paige; Executive Director	Families Together in New York State
Pendegar, Ellen; Chair of Board of Directors and Chief Executive Officer	MHANYS Ulster County, MHANYS
Perrone, Lisa; NYS Certified Health Educator	Ballston Spa Central School District; NYS Association for Health, Physical Education, Recreation and Dance
Petrucci, Terri; NYS Certified Health Educator	Walter Panas Central School District Lakeland Central School District
Pietropaolo, Laura; NYS Certified Health Educator (retired)	NYS Association for Health, Physical Education, Recreation and Dance
Provencher, Kate; Mental Health Program Specialist	NYSOMH
Przylucki, Bill; Director Collaborative Solutions	NYS Council on Children and Families
Ramirez, Melissa; Deputy Director	MHANYS
Richter, John; Director of Public Policy	MHANYS
Rider, Renee; Associate Commissioner Office School Operations and Management Services	NYSED
Salamone, Adrienne; Social Worker	Social Worker
Sawyer Cohen, Jeanette Ph.D.; Clinical Psychologist and Child Development Consultant	New York State Psychological Association
Shearer, Kristen; President	NYS School Counselor Association
Sherman, Michele; Librarian/Media Specialist	Monroe-Woodbury High School (H.S.) Central Valley
Smith, Ron; Psychologist; Superintendent (retired)	NYS Council of School Superintendents
Stranahan, Robert; Health and Physical Education Teacher	Green Tech High Charter School, Albany
Thompson, Paul; Supervisor, Office of Professions	NYSED
Tierney, Tina; Executive Director	NYS Center for School Safety
Valesey, Brianna; Director; Youth Leadership and Advocate	Youth Power!
Venery, Christine; Mental Health Director	Saint Regis Mohawk Tribe Health Services
Verga, Dustin; NYS Certified Health Educator	Shenendodowa Central School District; NYS Association for Health, Physical Education, Recreation & Dance
Wells, Lynne Dr.; Assistant Superintendent Curriculum and Instruction	BOCES
Whelan, Meghan; Associate Special Education Policy	NYSED
Whipple, Elizabeth; Associate, Office of Student Support Services	NYSED
Williams, Betsy; School Nurse/District Leader	Scotia-Glenville Central School District; NYS Association of School Nurses Past President

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NAME	AFFILITATION
Wright, Jessica; NYS Certified Health Educator	Monroe-Woodbury H.S., Central Valley; NYS Association for Health, Physical Education, Recreation and Dance
Wright, Shammara; Director of Health Education	NYCDOE
Wyman, Peter; Professor	University of Rochester, School of Medicine Department of Psychiatry

Resources Supporting Mental Health Well-Being-Appendix D

American Psychological Association	www.apa.org
Attorney General Healthcare Hotline; Support with issues related to private insurance.	1-800-428-9071 www.ag.ny.gov
Disability Rights New York (DRNY); Legal advice involving disability and benefits	1-800-993-8982 www.drny.org
Families Together in New York State (FTNYS); Regional Parent Advisors	1-888-326-8644 www.ftnys.org
Mental Health America	www.mentalhealthamerica.net
Mental Health Association in New York State, Inc. (MHANYS); MHANYS works to end the stigma against mental illness and promotes mental health wellness in NYS. MHANYS achieves this through training, education, assisting school and community-based partnerships, and connecting schools, individuals and families to help. <ul style="list-style-type: none"> • healthyyoungmindsnys.org - <i>School Mental Health Resource and Training Center</i> to support all NYS public and private schools to comply with the new law requiring mental health instruction as part of the K-12 health curricula, including the identification of resources and lessons plans, opportunities for professional development, information for youth, parents and community partners, and strategies for establishing partnerships. 	1-800-766-6177 www.mhanys.org Email: schools@mhanys.org 518.434.0439
Mental Health First Aid; A national program to teach the skills to respond to the signs of mental illness and substance abuse.	www.mentalhealthfirstaid.org
National Alliance on Mental Illness (NAMI) New York State; Family support and education.	518-462-2000 www.naminys.org
National Suicide Prevention Lifeline	1-800-273-8255 www.suicidepreventionlifeline.org
New York State Department of Health Prevention Agenda; Becoming the Healthiest State for People of All Ages the Prevention Agenda includes Promoting Well-Being and Preventing Mental, Emotional and Substance Use Disorders.	https://www.health.ny.gov/prevention/prevention_agenda/2013-2017/
New York State Office of Alcoholism and Substance Abuse; Services; the State Agency that addresses prevention, treatment and recovery of addictions with the promotion of mental, emotional and behavioral health well-being and addiction free.	www.oasas.ny.gov/
New York State Office of Mental Health (OMH); Office of Consumer Affairs Behavioral Health Information and Service Directory	1-800-597-8481 www.omh.ny.gov
New York State Psychological Association	https://www.nyspa.org/

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Substance Abuse and Mental Health Services Administration; agency within the U.S. Department of Health and Human Services that leads public health efforts to advance the behavioral health of the nation. SAMHSA's mission is to reduce the impact of substance abuse and mental illness on America's communities.	877-SAMHSA-7 www.samhsa.gov
Suicide Prevention Center of New York (SPCNY); Training, Education and Postvention Support Suicide Prevention Center of New York (SPC-NY) – an educational and resource organization supported by the NYS Office of Mental Health offering school-based suicide prevention trainings and presentations; support for community coalitions.	518-402-1113 www.preventsuicideny.org
YOUTH POWER!; Peer advocacy	518-423-0333 www.youthpowerny.org