Southwestern Central School District Physical Education Plan SED Regulations of the Commissioner, Part 135.4 Physical Education

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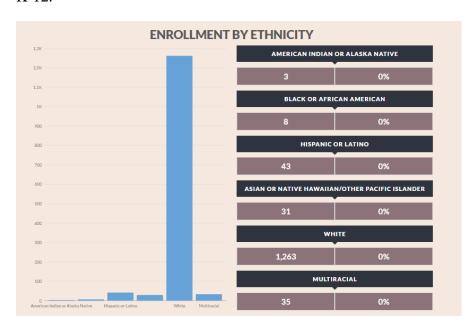
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I. School District Demographics & Enrollment

District Demographics

The Southwestern Central School District serves approximately 1,500 students. Our district is comprised of three buildings. Southwestern Elementary School, which opened in September 2002, has 687students enrolled in grades Pre-K-5; the Middle School serves 326 students in grades 6-8, and at the High School there are 477 students in grades 9-12.

Employment in the district is comprised of 129 faculty members and 76 non-instructional personnel. There are principals in each of the three schools with an assistant principal for grades K-12.





The above images are taken from the New York State Report Card:

http://data.nysed.gov/reportcard.php?instid=800000054457&year=2015&createreport=1&enroll ment=1&avgclasssize=1&freelunch=1&attendance=1&suspensions=1&teacherqual=1

II. Physical Education Plan

a. Program Goals & Objectives

1. Mission Statement of the SWCS Physical Education Plan (K-12)

Physical Education is based upon the acquisition of knowledge, attitudes and skills that are the foundation for participating in quality physical activity. The mission of our Physical Education Program is to empower all students to sustain regular, lifelong, physical activity as a foundation for a healthy, productive and fulfilling life.

Physical Education is a sequential educational program. It is based on physical activities undertaken in an active, caring, supportive and non-threatening atmosphere in which every student is challenged and successful. Students with disabilities are provided with a learning environment that is modified, when necessary to allow maximum participation. In our quality K-12 Physical Education Program students will:

- attain competency in a variety of physical activities;
- appreciate a need for and engage in personal fitness activities that achieve and maintain physical fitness;
- know the benefits of engaging in regular physical activity;
- demonstrate responsible personal and social behaviors while engaged in physical activity;
- understand that participation in physical activity promotes the inclusion of diverse people and understanding of differences among people;
- understand that physical activity promotes an opportunity for enjoyment, challenge, self-expression and communication;
- participate regularly in health-enhancing physical activities;
- apply concepts and principals of movement to learning and developing new skill.

2. New York State Learning Standard for Physical Education

Personal Health and Fitness Standard 1

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:

- 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.
- design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

Elementary

- participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area
- develop physical fitness skills through regular practice, effort, and perseverance
- demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement
- understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition
- demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness
- understand the relationship between physical activity and individual well being

Intermediate

- demonstrate competency in a variety of physical activities (games, sports, exercises) that provide conditioning for each fitness area
- know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints
- combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment
- understand the relationship between physical activity and the prevention of illness, disease, and premature death
- develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity
- develop leadership, problem solving, cooperation, and team work by participating in group activities

Commencement

- demonstrate proficiency in selected complex physical activities (games, sports, exercises) that provide conditioning for each fitness area
- establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities
- make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs

- use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities
- know the components of personal wellness (nutrition and weight control, disease
 prevention, stress management, safety, and physical fitness), establish a personal profile
 with fitness/wellness goals, and engage in appropriate activities to improve or sustain
 their fitness
- follow a program that relates to wellness, including weight control and stress management
- demonstrate competence in leading and participating in group activities

A Safe and Healthy Environment Standard 2

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

Key Idea: Students will:

- demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.
- be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

Elementary

- contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities
- come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment
- work constructively with others to accomplish a variety of goals and tasks
- know how injuries from physical activity can be prevented or treated
- demonstrate care, consideration, and respect of self and others during physical activity

Intermediate

- understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions, and recognize the importance of safe physical conditions (equipment, facilities) as well as the emotional conditions essential for safety
- develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others
- work constructively with others to accomplish a goal in a group activity, demonstrating consideration for others involved

- understand the physical and environmental dangers associated with particular activities and demonstrate proper procedures for safe participation in games, sports, and recreational pursuits
- understand the role of physical activity, sport, and games as a balance between cooperative and competitive behaviors and as a possible arena in which to develop and sharpen leadership and problem solving skills, and understand the physical, emotional, and social benefits of participation in physical activities

Commencement

- know the potential safety hazards associated with a wide variety of games and activities and are able to prevent and respond to accidents
- demonstrate responsible personal and social behavior while engaged in physical activities
- accept physical activity as an important part of life. Self-renewal, productivity as a worker, energy for family activities, fitness, weight control, stress management, and reduction in health-care costs are understood as benefits of physical activity
- create a positive climate for group activities by assuming a variety of roles
- understand the physical, social, and emotional benefits of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities

Resource Management Standard 3

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

Key Idea: Students will:

- will be aware of and able to access opportunities available to them within their community to engage in physical activity.
- be informed consumers and be able to evaluate facilities and programs.
- be aware of some career options in the field of physical fitness and sports.

Elementary

- know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time
- become discriminating consumers of fitness information, health-related fitness activities in their communities, and fitness and sports equipment
- demonstrate the ability to apply the decision making process to physical activity

Intermediate

- should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available
- demonstrate the ability to locate physical activity information, products, and services
- know some career options in the field of physical fitness and sports

Commencement

- recognize their role as concerned and discriminating consumers of physical activities programs and understand the importance of physical activity as a resource for everyone regardless of age or ability
- recognize the benefits of engaging in appropriate physical activities with others, including both older and younger members of the community
- identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements, and job responsibilities of those careers

3. General Objectives

The student knows ...

- the role of physical activity in improving and maintaining strength, flexibility and endurance.
- the role of physical activity in promoting, maintaining, and improving emotional and physical health.
- the fundamentals of movement patterns.
- the skills of games and sports.
- the rules involved in games and sports.
- the techniques and strategies of games and sports.
- the safety aspects involved in physical activity.
- the personal and community resources that are available.

The student does ...

- perform movement patterns effectively.
- engage in physical activities that improve and maintain agility, flexibility, coordination, strength, and general physical fitness.
- engage in physical activities that develop physical, mental, social, and emotional well-being.
- follow rules in games and sports.
- demonstrate understanding of techniques in sports.
- follow safety principles in all activities.

manage personal and community resources.

The student values...

- the human body in movement.
- desirable attitudes toward physical fitness.
- the role of physical activity in promoting, maintaining, and improving emotional and physical health.
- skilled performance.
- the need for rules and cooperation.
- the strategies and techniques of game play.
- the safety of all participants in activity.
- the individual differences in abilities and performance.
- the availability of community and personal resources.

b. Required Instruction

1. Grades K-5

- Students in grades K-5 will be instructed in the following areas of study: sport skills, movement education, fitness education, swimming education, lifetime recreation, creative/cooperative games, and rhythms and dance. Fitness testing will be performed by students in grades 3, 4, and 5 in the fall and early spring.
- Students in grades K-3 will participate in physical education every day. Grades K-2 will participate in direct physical education classes three (3) times every six (6) day rotation for a total of 40 weeks during the school year. Each class will last 40 minutes. In order for this instruction to occur on a daily basis, students will engage in physical activity with their classroom teachers on days they do not have physical education. Students in third grade will participate in physical education class three (3) times every six (6) day rotation and also participate in swimming education one (1) time every six (6) day rotation. Additionally, third grade students will participate in physical activity with their classroom teachers on days they do not have physical education. The classroom teachers will collaborate with the physical education teachers in order to ensure acceptable activities for the classroom physical activity sessions. Given the six (6) day rotation, students ultimately end up with more than the required 120 minutes on a weekly basis.
- Students in grades 4-5 will participate in physical education classes three (3) days per six (6) day rotation for 40 weeks during the school year. Each of these classes are 40 minutes in length. Students in grades 4-5 will also participate in swimming education class one

- (1) day per six (6) day rotation for a total of 40 minutes. Students in grades 4-5 will receive 160 minutes per six (6) day rotation.
- Students in grades K-5 who are placed in adapted physical education will receive an additional 20 minutes of adapted physical education instruction once every six (6) day rotation. These students will also participate in their regular physical education classes. Students who have additional adapted physical education may receive up to 160 minutes for grades for grades K-2 and up to 180 minutes for grades 3-5.
- All students in grades K-5 are taught by certified physical education teachers for all physical education and swim education classes. Students in grades K-3 are also taught by their classroom teachers while in collaboration with the physical education teachers.

2. Grades 6-8

- Students in grades 6-8 are taught by certified physical education teachers and take physical education every-other school day for 40 weeks per year (four ten-week quarters) Each class is 40 minutes in length totaling 200 minutes/10 school days.
- Physical education classes include fitness/weight training, team/individual sports, cooperative games and large group games. Fitness assessments will be done by all students in September and June.

3. Grades 9-12

- Students in grades 9-12 are taught by certified physical education teachers and take physical education every other school day for 40 minutes totaling 200 minutes/10 school days. The physical education classes are taken for the entire school year but the class is divided into 2 semesters.
- Physical education classes include instruction in dance and aesthetic activities, goal sports, net and wall sports, outdoor activities, person performance activities, striking/fielding sports and target sports.

c. Curriculum Design/Required Instruction

1. Elementary



2. Middle School



3. High School



4. Title IX and PE

According to the Title IX of the Education Amendments of 1972, 20 United States Code (USC) Section 1681 et seq., Southwestern Central School District prohibits discrimination on the basis of sex.

d. Adapted Physical Education

ADAPTED PHYSICAL EDUCATION (APE)

Adapted physical education is a specially designed program of developmental activities, games, sports, and rhythms suited to the interests, capabilities and limitations of students with disabilities or medical conditions who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program. The Committee on Special Education (CSE) determines eligibility for APE. The Individuals with Disabilities Education Act requires that special education, including instruction in physical education, be provided at no cost to parents. Additionally, students with a medical condition requiring a script may qualify for APE. The safety of students must be considered when planning and implementing APE programs. Adapted physical education may be supplemented by related services, intramural sports, athletics, or other experiences that are not primarily instructional. However, these services cannot be provided in place of an adapted physical education program.

DESCRIPTIONS OF PHYSICAL EDUCATION PLANS ON I.E.P.

Physical Education must be included on the Individualized Education Program (I.E.P.) of students with disabilities. Specific information that needs to be included in the individualized education program (I.E.P.) depends on the physical education needs of the individual and the type of physical education program that is to be provided. Every student's IEP must include a description of the student's physical development in accordance with Section 200.1 (kk) of the Commissioner's Regulations. Section 504 of the Rehabilitation Act of 1973 provides that no otherwise qualified individual with a disability shall by reason of his/her disability be excluded from the participation in, be denied the rights of, or be subjected to discrimination under any

program or activity. The following descriptions are optional physical education programs that may be seen on a student's I.E.P. or a 504 plan.

- Regular physical education. If students with disabilities are enrolled in a regular physical education program, it should be noted on the IEP.
- Regular physical education with adaptations and/or special equipment. For these students, the IEP/504 should
 - include under "Present Level of Performance" a brief statement of the physical education needs that require adaptations/special equipment
 - describe in the educational services component of the IEP, or on the 504 plan, the special adaptations/special equipment that are necessary.

Adapted Physical Education (Outside the General Physical Education setting.) For these students, a program designed to meet the unique needs of the student should be described in all of the following components of the IEP or on the 504 plan:

- Present levels of performance and individual needs of the student (e.g., physical development, including motor and sensory development, health, vitality, and physical skills or limitations);
- The frequency and duration of the APE program
- The annual goals and short-term objectives
- Special equipment and/or adapted devices
- Evaluation criteria, evaluation procedures, and schedules to be followed to determine if goals and objectives are met.

DIFFERENT LEVELS OF ADAPTED PHYSICAL EDUCATION

Instruction in a Least Restrictive Environment (LRE) refers to adapting or modifying the physical education curriculum and/or instruction to address the individualized abilities of each child. Adaptations are made to ensure that each student will experience success in a safe environment. Placement (levels of service) is outlined in the IEP and/or 504 plan and may include one or more of the following options:

- Adapted Physical Education: outside of the general physical education class. One-on-one
 with adapted physical education instructor.
- Adapted Physical Education: Outside of general physical education class. With assistance from aide.
- General Physical Education: With assistance from aide.
- Genera Physical Education: Using adaptations or modifications.
- General Physical Education: No assistance or modifications/adaptations.

Adapted Physical Education for all practical purposes IS developmentally appropriate physical education. Change the word "adapted" to "modified" and you have the idea of Adapted Physical Education. Responsible teaching adapts (modifies) the curriculum, task, equipment, and/or environment so that ALL students, with or without a disability, can fully participate in physical education.

I.E.P. RESPONSIBILITES OF THE PHYSICAL EDUCATION INSTRUCTOR

It is the responsibility of the physical education instructor to communicate the following information, for the development of the I.E.P., to the Director of Physical Education and the student's special education teacher and/or primary service provider.

- Level of physical education service
- Present levels of performance and individual needs of the student (i.e. physical development, including motor and sensory development, health vitality and physical skills or limitations).
- Frequency and duration of the physical education program.
- Modifications, adaptations, & special equipment and/or adaptive devices
- Annual goals & objectives (if appropriate)
- Evaluation criteria, evaluation procedures, and schedules to be followed to determine if goals are met. (if appropriate)

REFERRAL PROCESS

A referral is made when any student presents a unique need which restricts him/her from safely and successfully engaging in the regular physical education program.

- 1. Referrals and/or evaluations can be made by the following:
 - a. OT/PT
 - b. Physical Education Instructor
 - c. Counselors/Psychologists
 - d. Parents
 - e. Teachers

If a unique need is found, the CSE team will address and add adapted physical education into the students' I.E.P. At this point, with collaboration from the school staff and parents, APE is added with the necessary parameters to allow the student to succeed. The CSE team will revisit and address these needs each year and determine if adapted physical education is necessary or if the student can participate in a general physical education class with or without restrictions.

e. Attendance Policy:

Each enrolled student is expected to be in school every day unless he/she is legally absent with parental permission. New York State defines a "legal absence" as illness, medical appointments, religious obligations, death in the family, and court appearances. (For the complete 8 page policy, please see Board of Education Policy #7110.)

Excused Absences:

- Personal illness
- Death in the family
- Illness in the family
- Medical appointment
- Dental appointment
- Trip with parents Notice of the trip to be given to the school office prior to the time of departure so that assignments may be complete ahead of time or while on the trip
- Trip without parents which would include a justifiable educational experience (e.g. a trip to visit an education institution for possible future enrollment) Notice of the trip must be given to the school office prior to the time of departure so that the assignments may be completed ahead of time or while on the trip
- Emergency situations to cover unexpected events which keep a student from school attendance and situations in which a business which cannot be transacted outside of school hours

Unexcused Absence: Any absence which does not fall into one of the above categories is considered an unexcused absence and is subject to disciplinary action. Each principal is responsible for developing and administering an attendance program for his/her building, including disciplinary action to be taken when necessary and to communicate this program to students and parents. Determination of whether an absence is to be considered excused or unexcused is to be made on an individual basis by the principal according to the above definitions.

1. Grades K-5:

- Students are expected to be prepared each day for physical education or swimming education classes. For physical education class, students need to have closed-toe gym shoes. Sandals, open-back shoes, Crocs or boots are not appropriate. For swimming education class, students need to have swim suits and a towel. If a student wishes to use goggles, they can provide their own to use.
- If a student will be excused from physical education or swim education for more than two days, a medical note signed by the doctor is required. No doctor's note after two missed physical education or swimming education classes is marked as being unprepared.

• After three classes of being unprepared, a note is sent home to parents to sign and return acknowledging their child needs to be prepared for physical education or swimming education class each day.

2. Grades 6-8

- If a student cannot participate in a Physical Education, a note from home must be given to their Physical Education teacher that day. If a student will be excused for more than two (2) Physical Education classes, a written medical excuse signed by a doctor is required. The student will then have the opportunity to obtain physical education credit by completing a written research project or participating in modified PE (ie. Stationary bike, treadmill, walking track.)
- Physical Education make-up classes are offered throughout the school year for those students who need to make-up missed classes.

3. Grades 9-12

- If a student cannot participate in a Physical Education, a note from home must be given to their Physical Education teacher that day. If a student will be excused for more than two (2) Physical Education classes, a written medical excuse signed by a doctor is required. The student will then have the opportunity to obtain physical education credit by completing a written research project or participating in modified PE (ie. Stationary bike, treadmill, walking track.)
- If a student is unprepared for class, the student will receive 0 out of 10 points for participation for the day.
- Students are permitted 7 legal absences per semester. On the 8th legal absence, the student must make up every absence during the PE Recovery class. The student has 5 days to make up the class. If the student fails to make the class up, the result student will receive 0 out of 10 points. If the 8th absence is an illegal absence, no opportunity will be offered to make up the class. The student will receive 0 out of 10 points.
- Physical Education make-up classes are offered throughout the school year for those students who need to make-up missed classes.

4. Physical Education – Medical Credit

- If a student's injury or illness limits participation in any phase of the student's school program, that condition must be verified by a written explanation of the situation from the attending physician, noting the period of time and the restrictions.
- A student may be excused from PE class for one class only, with a written note from the parent/guardian. This note must first be presented to the school nurse for approval. If the

- student is medically excused from PE class for less than 3 weeks, the student will receive no grade for those class periods.
- Upon the event a student is out of PE for 3 weeks because of a medical condition, the students is required to write a 3 page paper on a topic of the students' choice. The topic must be on anything, Health, Fitness, or Sport related. There may be a time that the PE teacher reserves the right to assign a specific topic.
- Requirements of the paper: 3 pages, 12 font, double spaced with references.
- Upon fulfillment of the paper the student will receive Medical credit (no grade).
- One 3 page paper will have to be written for every 3 weeks the student is out.
- If a student has a rehabilitation from a physical therapist, this routine can be performed in class and can count as PE Medical Credit. A copy of the rehabilitation plan must be supplied to the PE teacher.

f. Grading Policy

1. Grades K-5

- All students in grades K-5 are graded on a 1-4 scale known as the "Southwestern Hill of Achievement". A grade of 1 is "emerging" towards grade level expectations. A grade of 2 is "approaching" grade level expectations. A grade of 3 is "meeting" grade level expectations and a grade of 4 is "exceeding" grade level expectations.
- Students receive a grade of 1-4 after the second and third trimesters. Each number (1-4) is given a brief description of what each means and the criteria listed for every grade.
- 5th grade students are given an end-of-the-year exam encompassing materials they have learned over the course of elementary physical education. This exam is 25 questions long and includes multiple choice, true-false, and matching questions.



Report Card - HILL all grades.pdf

2. Grades 6-8

• Grading and assessment for Middle School Physical Education is based on daily participation and assignments/quizzes. Fitness testing will be done in the beginning of the year and then again at the end of the year. The final fitness test will be graded and be part of the students' final exam grade.

- Below is the 10 pt. scale rubric that will be used for our daily participation grade. Fitness
 test rubrics will be posted in the gymnasium area for all students to refer to throughout
 the year
 - 10 Student always participates enthusiastically and energetically, follows directions, uses positive language, cooperates with peers, offers thoughtful feedback to peers, and shows respect for themselves, others, and their environment. The student always comes to class on-time and/or is fully prepared for class.
 - 9-8 Student almost always participates enthusiastically and energetically, follows directions, uses positive language, cooperates with peers, offers thoughtful feedback to peers, and shows respect for themselves, others, and their environment. The student almost always comes to class on-time and/or is almost always fully prepared for class.
 - 7-5 Student sometimes participates enthusiastically and energetically, follows directions, uses positive language, cooperates with peers, offers thoughtful feedback to peers, and shows respect for themselves, others, and their environment. The student sometimes comes to class on-time and/or is sometimes fully prepared for class.
 - 4-2 Student rarely participates enthusiastically and energetically, follows directions, uses positive language, cooperates with peers, offers thoughtful feedback to peers, and shows respect for themselves, others, and their environment. The student rarely comes to class on time and/or is rarely fully prepared for class.
 - 1-0 Student never participates enthusiastically and energetically, follows directions, uses positive language, cooperates with peers, offers thoughtful feedback to peers, and shows respect for themselves, others, and their environment. The student never comes to class on-time and/or is never fully prepared for class.
- At the end of the school year there will be a final exam for 8th grade students. This exam will consist of a multiple choice written test and a physical fitness test. This exam will be 1/8th of the students overall physical education grade.

3. Grades 9-12

- Grading and assessment for High School Physical Education is based on daily
 participation. Fitness testing will be done in the beginning of the year, mid-year and then
 again at the end of the year. The final fitness test will be graded and be part of the
 students final exam grade.
 - 10 Student **always** participates enthusiastically and energetically, follows directions, uses positive language, cooperates with peers, offers thoughtful feedback to peers, and shows respect for themselves, others, and their environment.
 - 7-9 Student **almost always** participates enthusiastically and energetically, follows directions, uses positive language, cooperates with peers, offers thoughtful feedback to peers, and shows respect for themselves, others, and their environment.

- 4-6 Student **sometimes** participates enthusiastically and energetically, follows directions, uses positive language, cooperates with peers, offers thoughtful feedback to peers, and shows respect for themselves, others, and their environment.
- 1-3 Student **rarely** participates enthusiastically and energetically, follows directions, uses positive language, cooperates with peers, offers thoughtful feedback to peers, and shows respect for themselves, others, and their environment.
- 0 Student **never** participates enthusiastically and energetically, follows directions, uses positive language, cooperates with peers, offers thoughtful feedback to peers, and shows respect for themselves, others, and their environment.

FINAL EXAM

- Grades 9 and 10: Students will be given a 30 question multiple choice test. The content of the test will be fitness, weight lifting, major muscle groups, and applications.
- Grade 11: Students will be given a worksheet that will help them to develop a fitness plan. They will then utilize their fitness plan and document it for 2 weeks. They will develop fitness goals, short term and long term. Worth 100 points.
- Grade 12: Students will be asked to participate in 3 Community Activities. They can either be a participant or a volunteer. The student will then be asked to write a reflection on how their experience affected them and their community. Worth 100 points.
- Grades 9-12: Students will be given the Fitness Gram Fitness test. They will be tested in: mile run, curl up, back saver sit and reach, flexed arm hang, and modified pull up. Each test is worth 25 points.

g. Personnel

Refer to the list below of the certifications of the Physical Education teachers in the Southwestern Central School District. Included in the list below are the buildings in which the Physical Education instructor teaches. This determines whether the Physical Education instructor is involved in the District's Elementary or Secondary Physical Education program.

Instructor	Certification Area & Type	Building
Mark Arnold	Health Education	Elementary
	Professional	•
	Physical Education	
	Professional	
Troy Moran	Physical Education	Elementary
•	Permanent	_
Sean Swan-Leuze	Physical Education	Elementary
	Permanent	_
Anne Beck	Physical Education	High School
	Permanent	
Daniel Cheney	Health Education Permanent	Middle School

	Physical Education Permanent	
Julianne Valone	Physical Education Permanent	Middle
	Permanent	School/High School
Mark Hetrick	Physical Education Permanent	High School
Kevin Salisbury	Health Education Permanent Physical Education Permanent	Middle School
Brittney Seiberg	Physical Education Initial Health Education Initial	High School
Classroom Teachers	Number of Teachers	
Kindergarten Teachers	5	
First Grade Teachers	5	
Second Grade Teachers	5	
Third Grade Teachers	5	

h. Facilities:

1. Physical Education Program use:

Senior High School (Grades 9-12) 600 Hunt Rd. WE

Jamestown, NY 14701

Middle School (Grades 6-8)

600 Hunt Rd. WE

Jamestown, NY 14701

Elementary School (Grades Pre K – 5)

600 Hunt Rd. WE

Jamestown, NY 14701

The following is a summary of specific facilities by building as of the 2016-2017 school year:

A. Sr. High School

- 1. Gymnasium
- 2. Fitness Room
- 3. Wrestling (Adapted Room)
- 4. Weight Room
- 5. Multi-purpose turf field with all-weather track and bleachers
- 6. Softball field
- 7. Tennis Courts

- 8. Practice Soccer field
- 9. Pool (located in the Elementary School)
- 10. Softball Field

B. Middle School

- 1. Gymnasium
- 2. Fitness Room (located in the High School)
- 3. Wrestling/Adapted Room (located in the High School)
- 4. Weight Room (located in the High School)
- 5. Multi-purpose turf field with all-weather track and bleachers
- 6. Tennis Courts
- 7. Upper level outdoor fields

C. Elementary School

- 1. Gymnasium
- 2. Multi-purpose turf field with all-weather track and bleachers
- 3. Pool
- 4. PE Classroom Room 113
- **2. Intramural Program use:** The same facilities are used for the intramural program as the physical education program.
- **3. Interscholastic Program use:** The same facilities are used for the interscholastic program as the physical education program with the addition of:
 - Packard Field located at 191 Bentley Ave., Lakewood, NY 14750
 - Maplehurst Country Club located at 1508 Big Tree Rd., Lakewood, NY 14750
 - Jamestown Bowling Company located at 850 Foote Ave., Jamestown, NY 14701

LOCATION OF INTERSCHOLASTIC ATHLETICS EVENTS

Baseball – V & Modified Packard Field – 191 Bentley Ave., Lakewood, NY

Basketball – V & JV High School Gym Modified Middle School Gym

Bowling – B & G Jamestown Bowling Co., 850 Foote Ave, Jmst, NY

Cross Country B & G & Modified Southwestern School Complex

Football – V & JV Fran Sirianni Complex, SW School Complex Golf - B & G Maplehurst CC,1508 Big Tree Rd, Lakewood, NY

Soccer – B & G V Fran Sirianni Complex, SW

Modified Soccer Soccer field/Fran Sirianni Complex, SW

Softball – V & Modified Softball field

Swimming – B & G Pool – Elementary School

Tennis – B & G

Volleyball – G V

Modified Volleyball

Wrestling – V

High School Gym

High School Gym

High School Gym

Modified Wrestling Elementary School Gym

4. Community use of facilities:



Administrative Procedures/Policies:

 Physicals: Attached is Southwestern Central School District's policy that addresses regular and sport physicals of students. Also included are forms for interscholastic athletic health history and physical examinations.



- Sports Questionnaire0001.pdf
- Fitnessgram: See Fitnessgram.com for information on testing.
- Class size and grouping: In terms of grouping, all physical education classes are coed.
- Use of non-school facilities: Refer to Section H on Facilities, part e in this manual.
- Supplemental Personnel: Southwestern Central High School does not use any supplemental personnel in its PE Program.
- Summer School Program: Currently Southwestern Central School District's
- Physical Education Plan does not include a summer school program.
- Safety Practices: The Physical Education staff, coaches and the Director of Physical Education and Athletics, daily monitor student dress for athletics and Physical Education classes to ensure it is appropriate and safe for physical activity. School equipment and fields/courts are also monitored by the Physical Education staff, coaches, the Director of Physical Education and Athletics and the districts buildings and grounds department.
- Concussion Management- The Concussion Management and Awareness Act went into
 effect on July 1, 2012 for all public schools and charter schools. Several items are
 required for school districts to be in compliance with the law. Some of the items are
 specifically spelled out in the law and others have been recommended by the State

Education Department and Department of Health and approved by the State Board of Regents. Southwestern Central believes in the importance of effective concussion prevention and post-concussion management. All coaches, physical education teachers, and school nurses will complete a concussion prevention certification biannually entitled "Heads Up! Concussion in Youth Sports", as per State Education Department guidelines. By educating staff, students, and parents, we can all help prevent injuries and minimize risks associated with head traumas. In addition, SW has implemented the use of ImPact Software, a concussion management program.

• Emergency Action Plan:

PURPOSE: The expedient and consistent handling of injuries occurring in athletics.

PRIORITIZED CONCERNS:

- A. While approaching the down student, look for:
 - 1. Rising and falling chest
 - 2. Any movement
 - 3. Convulsions or bleeding
 - 4. Abnormal positioning
 - 5. Skin color
 - 6. Athlete holding body part
- B. Upon arrival to the athlete:
 - 1. Stabilize head and neck while determining consciousness. DO NOT MOVE. Check the following:
 - a. eyes (pupils)
 - b. responsiveness (ask questions)
 - c. verbal contact (get them to talk)
- C. If athlete is unconscious:
 - 1. Check breathing (look, listen, feel)
 - 2. Establish airway (jaw thrust)
 - 3. Check pulse at carotid artery
 - 4. No breathing begin rescue breathing call EMS and connect AED
 - 5. No breathing and no pulse begin CPR
 - 6. Leave electrodes in place should EMS transport
- D. Unconscious Athlete Body Survey:
 - 1. Establish breathing and pulse
 - 2. Palpate face, head and posterior spine
 - 3. Check pupils
 - 4. Look for cerebrospinal fluid in ears and nose

- 5. Clear mouth of any vomit
- 6. Skin color and body temperature check
- 7. Perspiration
- 8. Palpate throat, chest, shoulders, arms, trunk, legs
- 9. Bladder, bowel control

NOTE: If an unconscious athlete has not regained consciousness by the time the survey is complete, EMS must be summoned. While awaiting the ambulance, the student is treated for shock and stabilized in the position of the injury at the place of occurrence. The school nurse should be summoned if the injury occurs during regular school hours. Teachers who are not current in first aid certification should delay action beyond stabilizing until the nurse or another qualified individual arrives.

E. If athlete is conscious:

- 1. Do a visual inspection and relate to any previous problems?
- 2. Rule out airway obstruction, head injury, spine injury and internal injuries.
- 3. Look for fractures, dislocations and joint instability.
- 4. Suspected internal injuries treat for shock.
- 5. Suspected head or neck injury stabilize head and neck.
- 6. Maintain positioning unless athlete begins to choke.
- 7. Call for the nurse during daytime school hours or EMS (8-911 or 662-6444) if after school.

PREDESIGNATED PROCEDURES REGARDING A HEALTH EMERGENCY:

- A. After school hours the coach or team representative should immediately, upon determination of need, call 911 from a specific telephone as follows: (Dial 8 for an outside line.) NOTE: When dialing 911 with a cellular phone, you must identify your location. (3)
- B. Predestinated person brings medical kit and AED if you must remain at side of impaired student. See the trainer/athletic director/nurse for medical kit supplies as needed. NOTE: The person making the emergency call must be able to state the location of the injured person and the location of the best entrance and the potential nature of the injury. Rehearse your plan in advance.
- C. Once the designation is determined by the rescue squad, call the parent and notify them regarding the injury and destination of ambulance. Keep an additional copy of this plan in your medical kit along with the parent telephone numbers (home and work). NOTE: Never transport an injured athlete in your personal car or school vehicle if there is a potential for the person to go into shock, has an upper leg fracture or has lost consciousness.

FOLLOW UP PROCEDURE:

- A. Call parents
- B. Fill out incident report form and send to athletic director
- C. Pool injuries must immediately be reported to the nurse /athletic director
- D. Serious incidents requiring extreme measures must be immediately reported to the Superintendent