

AKRON CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION

DISTRICT PLAN



Robin B. Zymroz
Superintendent of Schools

A Learning Centered Community Dedicated to its Students

District Profile

Akron Central School District

ENROLLMENT	2006-07	2007-08	2008-09
Pre-K	18	18	28
Kindergarten	107	116	119
Grade 1	138	103	122
Grade 2	99	126	110
Grade 3	126	96	129
Grade 4	116	122	106
Grade 5	102	109	121
Grade 6	155	107	115
Ungraded Elementary	4	2	6
Grade 7	127	150	106
Grade 8	140	124	154
Grade 9	123	143	137
Grade 10	148	113	129
Grade 11	145	138	105
Grade 12	120	145	129
Ungraded Secondary	8	1	0
Total K-12	1658	1595	1588

DEMOGRAPHIC FACTORS	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	265	16%	295	18%	262	16.49%
Reduced-Price Lunch	161	10%	143	9%	129	8.12%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	0	0%	0	0%	0	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	163	10%	154	10%	169	10.64%
Black or African American	18	1%	15	1%	18	1.13%
Hispanic or Latino	8	0%	10	1%	3	.01%
Asian or Native Hawaiian/Other Pacific Islander	1	0%	1	0%	3	0.69%
White	1468	89%	1415	89%	1387	87.34%
Multiracial	0	0%	0	0%	0	0%

*Available only at the school level

ATTENDANCE AND SUSPENSIONS	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Attendance Rate		95%		96 %		95.6%
Suspensions	43	3%	32	2%	34	2%

Akron Central School District Physical Education Plan

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A. Program Goals and Objectives



AKRON CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION MISSION STATEMENT

All students of the Akron Central School District will graduate with the knowledge, skills, and understanding of the attitudes that are essential for leading a physically fit and physically active lifestyle. Students will demonstrate competency, proficiency, and an understanding of rules & strategies in a variety of sports and activities in a safe and healthy environment. Akron students will demonstrate and understand all aspects of sportsmanship and responsible personal and social behaviors.



A. Program Goals and Objectives



PHILOSOPHY

The Akron Central School physical education department strives to provide each student with an enjoyable education experience that is a viable and essential component in the education of the whole child. Upon graduation from Akron Central, students will have successfully completed a program in physical education as demonstrated by their achievement of the three basic competences domains: psychomotor (movement), cognitive (knowledge), and affective (attitude/social). Students should know and understand the value and benefits of exercise and physical activity along with its relationship to maintaining good health.

Students shall be taught in a sequential manner that begins with simple motor skills, proceeding to the development of body awareness, coordination, and agility; to the development of strength, speed, endurance, and a capability to perform more complex motor skills needed to perform physical activity and lifelong skills. The main focus of this program is directed to the development of each student's individual potential.

Our main goal is that each student will graduate from Akron Central a physically educated person:

- a. HAS learned skills necessary to perform a variety of physical activities,
- b. IS physically fit.,
- c. DOES participate regularly in physical activity,
- d. KNOWS the implications of and the benefits from involvement in physical activities,
- e. VALUES physical activity and its contributions to a health lifestyle.

A. Program Goals and Objectives

Akron PE Program Focus

Focus of all units and activities:

- Develop life-long fitness.
 - Make connections between physical activity, nutrition, weight control, stress management.
 - Help student develop personal fitness plans.
 - Teachers should assess student's skill in all instructed areas i.e.: volleyball by performance assessment as well as or in addition to quizzes/tests. (Consistent assessments have not been done in the past.) Look for variety.
 - Fitness gram (New) will be used to assess student fitness twice yearly. Teachers should be assessing now and information provided in the 3rd quarter report card.
 - Variety of activities in PE class is evident and choices should be available to students on a regular basis.
 - Expanded opportunities for non-athletes in PE class; i.e. weight room, yoga, etc.
 - FITT Principles should be posted: (F.I.T.T Principles of Physical Fitness).
 - F=Frequency
 - I=Intensity
 - T=Time
 - T=Type
- } Integration should be evident across all program activities.

Connection to pedagogy (Charlotte Danielson):

1. Planning-How do you plan your units and lessons to maximize physical activity?
2. Instruction-How do you select activities to meet the needs of the non-athletes and develop both skills and fitness?
3. Communication-In administering the Fitness gram, what have you learned about the overall fitness level of your students? How can these results be positively communicated to parents? How will you use these results to refine your units, lesson and strategies?
4. Class Environment-What do you do to ensure all students want to come to PE and actively participate?

B. Required Instruction

Elementary Students K-5

Students in grade K-3 are required by Akron Central School to have physical education on a daily basis for a total of 120 minutes a week of physical education each calendar week.

- For all grade K-3 classes, students are scheduled for physical education twice every 6 days for a total of 60 minutes each week. Each class is 40 minutes in length. These classes are taught by certified physical education teachers. (See *G. Personnel* for details.)
- To supplement physical education classes and to meet the SED guidelines, all K-3 students are also scheduled daily the ***Think Bright Desksize*** program for 15 additional minutes each day in their classroom under the direction of a certified elementary school teacher. This supplementary physical education activity was developed and is overseen physical education teachers under the guidance of the Director of Physical Education. A schedule detailing all activities is developed yearly and reflects compliance with the SED guidelines by providing physical education for no less than 120 minutes a week and five days a week for grade K-3. PE schedules are developed each summer and reviewed by the principal and the Director of Physical Education to ensure compliance with the Commissioner's regulations.

Students in grade 4-5 are required by Akron Central School to have physical education 3 times a week.


- All Akron grade 4 and 5 students are scheduled for physical education classes twice every 6 days. Each class is 40 minutes in length. In addition all grade 4 students are also scheduled daily in the ***Think Bright Desksize*** program for 15 additional minutes each day in their classroom under the direction of a certified elementary school teacher. This schedule meets the Commissioner's guidelines.

Middle School and High School Students 6-12

Students in grades 6-12 are required (and scheduled) by Akron Central School to have physical education 3 times a week in one semester and 2 times a week second semester.

- Akron 7-12 students are scheduled for physical education every other day both semesters and meet the NYS requirement. Classes are 41 minutes in length and are taught by a certified physical education teacher.
- Beginning September 2008, all building administrators are required to review the schedules of all 7-12 to assure that all students have been scheduled appropriately for PE. To respond to the State Comptroller's preliminary audit findings (October 2008) all high school guidance staff have been directed to always schedule all students for no less than 3 classes of physical education per 6-day cycle.
- The high school principal has directed all high school guidance staff, music faculty, nurses and counselors not to pull 9-12 students from physical education more than from other classes. Physical education teachers have been directed to follow the same procedures for period to period attendance, grading procedures, lesson plans, and communication with parents and administration regarding any concerns. (See *Appendix G for October 3, 2008 directive*)

B. Required Instruction




DAILY DESKERCISE

The Once-A-Day Classroom Fitness Series hosted by [Slim Goodbody](#).

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Episodes

Deskercise is provided on 35 DVD's – one DVD per week. Each DVD contains 5 episodes designed for daily use (M-F). Each daily episode runs about ten minutes and includes warm-up and cool-down segments along with a different U.S. geography lesson and unique health tip. All 175 episodes combine live action, music and animation.



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Program Structure

Each episode begins with short geography lesson related to a state, territory or country.

This geographic element of the show is expanded and viewers learn three healthy things they might do in the particular state or country, from hiking in the White Mountains of New Hampshire, to climbing the Eiffel Tower in France.

Then, Slim introduces two animated characters, "Woody Deskenrow" and "Happy". These characters appear in the themed segment of the show. For example, Slim may do desk push-ups, or seated crunches.




Next, Slim leads the viewers in a short warm-up to be done standing next to their desks.

Following this, Slim leads viewers into the main exercise segment based on the weekly theme.

Upon completion of this segment, viewers cool-down, while they listen to a specific health tip they can use to increase their over-all fitness.

B. Required Instruction




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Weekly Themes

The Deskercise series includes 35 weeks of daily exercises built around 35 different themes chosen to parallel the typical elementary classroom calendar. Teachers will find these themes rich in instructional content and follow-up possibilities.




Cross-curricular Themes

Some themes are tied to **holidays** such as Thanksgiving and Memorial Day; some to **health education** such as National Nutrition Month and Red Ribbon Week; some to **science** such as the Vernal Equinox and Earth Day; some to **citizenship** such as Election Day and Flag Day; some to **language arts** such as Children's Book Week and National Library Month; some to **American heroes** such as Martin Luther King and Johnny Appleseed, some to **history** such as Mayflower Day and the First Olympics; and some to **cultural events** such as the Iditarod and Cinco de Mayo.



Fun & Educational Exercise

Each weekly theme features a different series of in-class exercises. For example, if the theme is Explorer's Day – the exercises include rowing an imaginary boat, hoisting imaginary sails, lifting and stack imaginary provisions on board ship, and many others. If the theme President's Day, the exercises include marching in a parade around the desk, jumping jacks for each President, elephant and donkey kicks, chopping an imaginary cherry tree, and many more.



View Weekly Themes by Month

September ▾

1: Labor Day

2: Grandparents Day

3: Mayflower Day

4: Family Health and Fitness Day

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B. Required Instruction

AKRON CENTRAL ELEMENTARY SCHOOL PHYSICAL EDUCATION CONCEPT INTEGRATED INTO CLASSROOM CORE CURRICULUM

The Physical Education teacher and the classroom teacher collaborate to include health and wellness activities in their curriculum. Daily Deskercise (Think Bright) once-a-day classroom fitness series is coordinated with the weekly physical education instructional program. Lessons include weekly theme classes to parallel the typical elementary calendar. Some themes are tied to holidays, some to health education (National Nutrition Month) and some to Science (Vernal Equinox), some to Citizenship(Election Day), some to Language Arts (Children's Book Week); some to American heroes (Martin Luther King); some to History (Mayflower Day); and some to cultural events (Iditarod).

For example, themes for September include: Labor Day, Grandparent's Day, Mayflower Day and Family Health and Wellness Day.

Deskercise Program Structure

Each episode (15 minutes in length) includes:

- Geography connection and shows viewers healthy things they might do in that particular state or country. (Standard 3)
- Two animated characters lead student through some basic warm up exercises (Standard 1)
 - Stretching
 - Balance
 - Flexibility
- Then students are introduced to the main exercise. (Standard 1)
- The episode concludes with a cool down component. (Standard 1 and 2)
- Each episode focuses on a sports related safety tip. (Standard 2)

The program goals and focus of this supplementary physical education program are coordinated by the physical education teacher and the classroom teachers to ensure that Deskercise lessons and physical education lessons are interrelated and that PE unit activities are reinforced during the Deskercise lessons and that the Deskercise activities and skills are applied and extended during PE instruction. The program goals and focus are presented by grade span as follows:

Grades K-2:

Body awareness/fitness

- Locate/identify body parts
- Instruct basic functions of body parts
- Relate activities requiring use of identified body parts
- Explain basic stretching to improve flexibility of identified body parts
- Instruct basic operation of body systems such as cardiovascular system
- Relate the positive changes that occur to the body as a result of regular exercise
- Use pulse and heart rate to demonstrate the impact of exercise
- List and describe the components of health related fitness
- Demonstrate appropriate activities for each component of fitness

B. Required Instruction

Nutrition

- Identify basic food groups
- Relate the variety of foods available that fit into the food groups
- Discuss healthy snacks made from the various foods identified

Emotional well being/safety

- Recognize unsafe conditions in home and school and develop action to reduce the hazard
- Participate in basic safety drills and begin basic first aid training concepts
- Discuss basic steps to take in the event of dangerous events such as severe weather and natural disasters
- Identify basic steps used in conflict resolution

Grades 3-5:

Body Awareness/Fitness

- Expand on development of understanding basic anatomy as related to exercise
- Expand understanding of body systems as they relate to exercise and fitness
- Develop principles of movement used to lift, carry, climb, jump, throw, catch, etc.
- Describe physiological changes that occur in the body as a result of training
- Describe the differences between cardiovascular and muscular endurance
- Equate the time and effort required to develop improvement in fitness
- Describe the role physical activity plays in weight control
- Discuss the role of blood and oxygen in preventing fatigue
- Develop a personal fitness plan
- Explore personal limits through self-testing
- Demonstrate and establish computation of target heart rate
- Explain and incorporate utilization of target heart rate in personal fitness plan

Nutrition/Wellness

- Identify nutrient groups found in foods (protein, carbohydrates, etc.)
- Select foods needed for maintenance of good health
- Discuss nutrients and explain how food supplies nutrients needed for growth, development, repair and maintenance of the body
- Maintain a food consumption/activity log
- Develop healthy recipes for snacks to be used at home

Emotional Well Being/Safety

- Design and implement a plan to improve safety in the home, school and community
- Expand and develop skills related to First Aid procedures and CPR
- Develop understanding of how fatigue, stress, drugs and alcohol increase accidents and injury
- Identify situations that increase the possibility of accidental injury and develop risk reducing strategies
- Compare and contrast violent behavior with conflict resolution skills
- Employ conflict resolution skills within the home, school and community
- Apply strategies to combat peer pressure and bullying

B. Required Instruction

This supplemental Physical Education program is used in grades K-4 and students are formally scheduled to participate in these sessions for 15 minutes on each day that they do not participate in physical education class.

There is a detailed building schedule (appendix) that outlines when each teacher is required to supervise this supplemental PE program to ensure that all K-5 students receive the required number of PE classes per week and the required number of minutes of PE instruction per week as noted below:

Grades K-3: 5 times per week – 120 minutes per week

Grades 4-5: 3 times per week – 120 minutes per week

C. Curriculum Design/Required Instruction (Curriculum Mapping)

Sequential Activities Map K-12

Akron Physical Education Department

<i>Standards</i>	September	October	November	December	January
<i>Grade K-1 Activities</i>	<ul style="list-style-type: none"> Parachute Activities Safety Rules Locks Procedures 	<ul style="list-style-type: none"> Parachute Activities Hula Hoop Manipulative Skills 	<ul style="list-style-type: none"> Hula Hoop Manipulative Skills Cooperative Games Bean Bag Throws and Catch 	<ul style="list-style-type: none"> Bean Bag Throws and Catch 	<ul style="list-style-type: none"> Pillo Polo Scooters
<i>Standards</i>	1a, 2a, 2b, 2c	1a, 2a, 2b, 2c	1a, 2a, 2b, 2c	3a, 3b, 3c	1a, 2a, 2b, 2c
<i>Grade 2 Activities</i>	<ul style="list-style-type: none"> Parachute Activities Safety Rules Locks Procedures 	<ul style="list-style-type: none"> Parachute Activities Hula Hoop Manipulative Skills 	<ul style="list-style-type: none"> Hula Hoop Manipulative Skills Cooperative Games Fitness Testing 	<ul style="list-style-type: none"> Fitness Testing Mission Possible 	<ul style="list-style-type: none"> Basketball
<i>Standards</i>	1a, 2a, 2b, 2c	1a, 2a, 2b, 2c	1a, 2a, 2b, 2c	3a, 3b, 3c	1a, 2a, 2b, 2c
<i>Grades 3-5 Activities</i>	<ul style="list-style-type: none"> Football Safety Rules Locks Procedures 	<ul style="list-style-type: none"> Football Field Hockey Tennis 	<ul style="list-style-type: none"> Field Hockey <i>Jump Rope for Heart</i> Fitness Testing 	<ul style="list-style-type: none"> Fitness Testing Mission Possible 	<ul style="list-style-type: none"> Basketball
<i>Standards</i>	1a, 2a, 2b, 2c	1a, 2a, 2b, 2c	1b	3a, 3b, 3c	
<i>Grade 6-8 Activities</i>	<ul style="list-style-type: none"> Touch Football (6-12) Safety Rules Locks Procedures 	<ul style="list-style-type: none"> Indoor Soccer (6-8) Speed Ball (9-12) 	<ul style="list-style-type: none"> Basketball (6-8) Cooperative Games (9-12) 	<ul style="list-style-type: none"> Volleyball (6-12) 	<ul style="list-style-type: none"> Volleyball (6-12) Indoor Rec Games (9-12)
<i>Standards</i>	1a, 2a, 2b, 2c	1a, 2a, 2b, 2c	2a	3a, 3b, 3c	1a, 2a, 2b, 2c
<i>Grade 6-12 Activities</i>	<ul style="list-style-type: none"> Football (6-12) Safety Rules Locks Procedures <i>Pool (6-10)</i>	<ul style="list-style-type: none"> Soccer (6-12) Speedball (11-12) <i>Pool (6-10)</i>	<ul style="list-style-type: none"> Wrestling (6-10) Basketball (11-12) <i>Pool (6-10)</i>	<ul style="list-style-type: none"> Basketball (6-12) <i>Pool (6-10)</i>	<ul style="list-style-type: none"> Volleyball (6-12) Indoor Games (6-12) <i>Pool (6-10)</i>

C. Curriculum Design/Required Instruction (Curriculum Mapping)

Sequential Activities Map K-12

Akron Physical Education Department

Standards	1a, 2a, 2b, 2c	1a, 2a, 2b, 2c	1a, 2a, 2b, 2c	3a, 3b, 3c	1a, 2a, 2b, 2c
Grade Activities	<ul style="list-style-type: none"> Football Archery Safety Rules Locks Procedures 	<ul style="list-style-type: none"> Soccer (speedball) Local Soccer League 	<ul style="list-style-type: none"> Basketball 	<ul style="list-style-type: none"> Wrestling Volleyball 	<ul style="list-style-type: none"> Volleyball
Standards	1a, 2a, 2b, 2c	3a, 3b	1a, 2a, 2b, 2c	2a, 2b, 2c	1a, 2a, 2b, 2c
Grade 7-10 Activities	<ul style="list-style-type: none"> Field Hockey Soccer Physical Fitness Testing Pool Safety Rules Locks Procedures 	<ul style="list-style-type: none"> Field Hockey Soccer Pool 	<ul style="list-style-type: none"> Lacrosse Field Hockey Soccer Pool 	<ul style="list-style-type: none"> Basketball Pool 	<ul style="list-style-type: none"> Basketball Volleyball Pool
Standards	1b	1a, 2a, 2b, 2c	1a, 2a, 2b, 2c	2a, 2b, 2c	1a, 2a, 2b, 2c

Note: Fitness Gram 2x yearly-1b
2nd & 4th quarter

C. Curriculum Design/Required Instruction (Curriculum Mapping)

Sequential Activities Map K-12

Akron Physical Education Department

Standards	February	March	April	May	June
Grade K-1 Activities	<ul style="list-style-type: none"> • Scooters • Strength and Tumbling 	<ul style="list-style-type: none"> • Strength and Tumbling 	<ul style="list-style-type: none"> • Kickball • Soccer 	<ul style="list-style-type: none"> • Soccer • Track • Cooperative Games 	<ul style="list-style-type: none"> • Cooperative Games
Standards	1a, 2a, 2b, 2c	1a, 2a, 2b, 2c	3a, 3b, 3c	1a, 2a, 2b, 2c	1a, 2a, 2b, 2c
Grade 2 Activities	<ul style="list-style-type: none"> • Basketball • Scooters • Strength and Tumbling 	<ul style="list-style-type: none"> • Strength and Tumbling 	<ul style="list-style-type: none"> • Kickball • Softball (Throw, Catch and Field) 	<ul style="list-style-type: none"> • Softball (Throw, Catch and Field) • Track 	<ul style="list-style-type: none"> • Track • End of Year Activities
Standards	1a, 2a, 2b, 2c	1a, 2a, 2b, 2c	3a, 3b, 3c	1a, 2a, 2b, 2c	1a, 2a, 2b, 2c
Grades 3-5 Activities	<ul style="list-style-type: none"> • Basketball • Volleyball 	<ul style="list-style-type: none"> • Volleyball • Cargo Net, Ropes 	<ul style="list-style-type: none"> • Lacrosse • Softball 	<ul style="list-style-type: none"> • Softball • Track 	<ul style="list-style-type: none"> • Track • End of Year Activities
Standards	1a, 2a, 2b, 2c	1a, 2a, 2b, 2c	3a, 3b, 3c	1a, 2a, 2b, 2c	1a, 2a, 2b, 2c
Grade 6-8 Activities	<ul style="list-style-type: none"> • Pickleball (6-12) 	<ul style="list-style-type: none"> • Mat Ball (6-12) 	<ul style="list-style-type: none"> • Fitness-Weight Room (6-10) • Outdoor Rec Games (11-12) 	<ul style="list-style-type: none"> • Indoor Baseball (6-8) • Outdoor Rec Games (9-12) • Softball (9-12) 	<ul style="list-style-type: none"> • Softball (6-12)
Standards	1a, 2a, 2b, 2c	1a, 2a, 2b, 2c	1a, 2a, 2b, 2c	1a, 2a, 2b, 2c	1a, 2a, 2b, 2c
Grade 6-12 Activities	<ul style="list-style-type: none"> • Pickle Ball (9-12) • Mat Ball (6-12) • Weight Room (7-12) 	<ul style="list-style-type: none"> • Fitness Testing (6-10) • Mat Ball (6-12) 	<ul style="list-style-type: none"> • Track and Field (6-10) • Leisure Games (11-12) 	<ul style="list-style-type: none"> • Softball (6-12) • Leisure Games (11-12) • Tennis (11-12) 	<ul style="list-style-type: none"> • Softball (6-12) • Leisure Games (11-12)
Standards	<i>Pool (6-10)</i> 3a, 3b, 3c	<i>Pool (6-10)</i> 1a, 2a, 2b, 2c	<i>Pool (6-10)</i> 1a, 2a, 2b, 2c	<i>Pool (6-10)</i> 3a, 3b, 3c	<i>Pool (6-10)</i> 1a, 2a, 2b, 2c
Grade Activities	<ul style="list-style-type: none"> • Pickleball 	<ul style="list-style-type: none"> • Mat Ball • Fitness Testing 	<ul style="list-style-type: none"> • Indoor Rec Games • Track • Softball 	<ul style="list-style-type: none"> • Outdoor Rec • Softball • Indoor Baseball 	<ul style="list-style-type: none"> • Softball • Tennis
Standards	1a, 2a, 2b, 2c	1a, 2a, 2b, 2c	1a, 2a, 2b, 2c	1a, 2a, 2b, 2c	1a, 2a, 2b, 2c

C. Curriculum Design/Required Instruction (Curriculum Mapping)**Sequential Activities Map K-12****Akron Physical Education Department**

<i>Grade 7-10 Activities</i>	<ul style="list-style-type: none">• Volleyball	<ul style="list-style-type: none">• Volleyball• Badminton	<ul style="list-style-type: none">• Badminton• Track	<ul style="list-style-type: none">• Track• Softball• Physical Fitness Testing	<ul style="list-style-type: none">• Softball
	<i>Pool</i>	<i>Pool</i>	<i>Pool</i>	<i>Pool</i>	<i>Pool</i>
<i>Standards</i>	1a, 2a, 2b, 2c	1a, 2a, 2b, 2c	1a, 2a, 2b, 2c	1b	1a, 2a, 2b, 2c

C. Curriculum Design/Required Instruction

Curriculum Design/Required Instruction

The mission statement of the Akron Elementary School District Physical Education department is that all students of the Akron Central School District will graduate with the knowledge, skills and understanding of the attitudes that are essential for leading a physically fit and physically active lifestyle. Students will demonstrate competency, proficiency and an understanding of rule and strategies in a variety of sports and activities in a safe, healthy environment. Akron students will demonstrate and understand all aspects of sportsmanship and responsible personal and social behaviors.

As education moves into the future, the National Standards for Physical Education will move into the future as well. The National Standards for Physical Education are:

PHYSICAL EDUCATION PROGRAM STANDARDS

1. Demonstrates competency in many and proficiency in a few movement forms. **(Motor Skills)**
2. Applies movement concepts and principals to the learning and development of motor skills. **(Learning to Learn)**
3. Exhibits a physically healthy active lifestyle. **(Active Outside the Classroom)**
4. Achieves and maintains a health-enhancing level of physical fitness. **(Physically Fit)**
5. Demonstrates responsible personal and social behavior in physical activity setting. **(Personal and Social Skills)**
6. Demonstrates understanding and respect for difference among people in physical activity settings. **(Diversity)**
7. Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression and social interaction. **(Values Physical Activity)**

The outcomes of the National standards will be assessed. The primary purpose of assessing the components of the physical education program is to improve student learning. The National Forum of Assessment, in Principles and Indicators for Student Assessment Systems, has developed the following indicators which provide a useful launch pad for the consideration of measurement tools.

Please refer to attachment document – National Standards and Assessments.

According to the New York State document – the general purposes of assessment are:

- *To Plan Instruction* – If achievement is assessed before instruction, instruction can be tailored to meet the needs of students. In addition, the students will better understand the specific objectives for instruction.
- *To Motivate Students* - Most students will exert a greater effort to learn if they know how their achievement will be measured.
- *To Evaluate Instruction* – The extent to which students attain an objective is one indication of the effectiveness of instruction.
- *To Assist Learning* – Some assessment techniques provide opportunities for students to apply what they have learned, thereby reinforcing instruction.

C. Curriculum Design/Required Instruction

- *Measure Achievement* – Perhaps the most obvious reason for measuring achievement is to determine whether students have met the learning standards.

The following assessments, techniques and examples of these techniques that will be used for the National Standards for the specific grade levels of kindergarten – fifth is as follows. Please note that assessment techniques will vary from standard to standard and grade level to level. The assessment examples listed provide physical education teachers with numerous choices from which to choose from. The physical educator teacher is free to choose the best assessment test for the specific activity/skill they are looking at.

C. Curriculum Design/Required Instruction

National Standards and Assessments Grade Kindergarten, First and Second

National Standard #1 – Demonstrates competency in many and proficiency in a few movement forms. (Motor Skills), and

National Standard #2 – Applies movement concepts and principals to the learning and development of motor skills. (Learning to Learn)

Assessment examples:

1. Teacher observation-observational record: Students will travel through general space while performing a specific locomotion skill when asked by the teacher (Authentic assessment). Upon observing the student's performance, the teacher records the level of mastery that each student as achieved based on the critical elements of each skill (e.g., arm movement, balance, foot placement).
2. Written test: Students will be provided with a drawing of the specific skills performed properly and improperly. Students must circle the correct performance. Students may be asked to identify the correct pathway as identified by the teacher.
3. Event task: Students will perform various locomotor skills while involved in an activity (Performance based assessment).

National Standard #3 - Exhibits a physically healthy active lifestyle. (Active Outside the Classroom)

1. Teacher observation – observable record: During recess, student choices of physical activity are observed and level of intensity recorded.

Observation Key: 3 = High intensity-sustained vigorous play
 2 = Medium intensity – intermittent play
 1 = Low intensity – sedentary play
 0 = No appreciable activity – no play

2. Student journal: Students practice specific skills instructed by teacher and record time spent on activity in journal. May require parent signature. Students can complete the statement “I can.....” by illustrating or by writing.
3. Written test: Students take a teacher-prepared test that contains healthy activities which students can participate in. See attached sheet.

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National Standard #4 – Achieves and maintains a health-enhancing level of physical fitness. (Physically fit)

1. Teacher observation – observational record: Students will engage in a series of locomotor movements for a specific activity and set period of time. Observations are made and notes recorded as to those students who become fatigued. Can utilize Observation Key from National Standard #3.

Observation Key: 3 = High intensity – sustained play
 2 = Medium intensity – intermittent play
 1 = Low intensity – sedentary play
 0 = No appreciable activity – no play

2. Event task – observational record: Class participates in vigorous activity for several minutes. They place their hands on their chest prior to activity and after the several minutes of vigorous activity. Class discussions then occur. (a) What is the difference between your heartbeat before the activity and now? (b.) Why is your heart beating faster now? (c.) What is happening to your body? (sweating, hot, red faced) (d.) What other activities can make your heart beat faster?
3. Student Journal (second grade): Students can illustrate their journal entries with a drawing of themselves. Students can indicate specific body parts involved in a selected activity.

National Standard #5 – Demonstrates responsible personal and social behavior in physical activity settings.

The work done by Don Hellison on the Levels of Responsibility will be used. Through this program, the students are empowered to make good choices. With the high standards for behavioral expectations the quality of learning for the students is improved. Students work independently rather than dependently thus making physical activity and learning more enjoyable.

The Levels of Responsibility by Don Hellison are:

Level of Responsibility – Which One Are You?

Level 4 Caring-Self Motivated

Cares about others, helps others and works with everyone.
Sensitive to others and understands individual differences. Identify own needs and interests and uses practice time to develop skills to the best of your own ability.

Level 3 Self-Responsible

Comes dressed for class, shows self-control, listens to instructions and follows directions the FIRST TIME they are given. Positive attitude and wants to learn, utilizes practice time to the best of your ability, uses equipment appropriately.

Level 2 Involvement

Works with other students in daily activities, shows self-control, listens to instructions, tries new activities, makes appropriate activity choices when given the opportunity.

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Level 1 – Self Control

Some self-control, waits until appropriate time to talk to teacher or ask a question, does not let others interfere with own learning, but needs some teacher prompting to perform quality work.

Level 0 – Irresponsible

Not prepared, is disruptive, interferes with his/her own or others learning, uses put downs or laughs at others, does not control own body when moving or while using equipment, is not involved in the day's lesson.

Other possible assessments are:

1. Teacher observation – observational record: Teacher records those students who had to be reminded of rules and procedures and those who do not respond to rule reminders.
2. Teacher observation – observational record: Teacher views the students while they are participating in a specific activity. The teacher is able to see if rules are remembered.
3. Student project – observational project: Students are asked to illustrate or write the rules of the class.

National Standard #6 – Demonstrates understanding and respect for differences among people in physical activity settings.

1. Teacher observation – observational record: Students are observed working on tasks both alone and with other students.
2. Interview: Following a group or partner game/activity, students are asked to verbalize the similarities and differences when participating.
3. Role Playing: Students are asked to create a play dealing with conflict resolution during physical activity.
4. Oral test – observational record: Teacher presents pictures to the class displaying cooperative and non-cooperative behavior. Students discuss the positives and negatives regarding those pictures.

National Standard #7 – Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression and social interaction.

1. Teacher observation – observational record: Students are observed to ascertain their level of participation and involvement..
2. Group Project: Students can put together book to show the activities that they have participated in during the school year.
3. Interview – observational record: Teacher asks students for their feelings regarding a specific Activity; e.g., raise hands, thumbs up, thumbs down and verbal comments or a questionnaire.

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4. Event task: Students are asked to share their feelings during creative movement. A discussion can then take place.
5. Student journal: At various times during the school year, students are asked to write or illustrate their feelings about; how they felt when they finished the activity, when they hit the ball, when they missed the ball, when they tried something for the first time, and their favorite and least favorite activities in physical education class.

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National Standards and Assessments Grades 3 & 4

All classes at this level are taught by a New York State Certified Physical Education Instructor. Classes are grouped for physical education by homeroom in a co-educational framework. Each class meets twice each week, forty minutes in each session. This total of eighty minutes per week is augmented by integration of physical education/wellness concepts into the core curriculum.

GRADES 3 & 4

MOTOR/MOVEMENT SKILL DEVELOPMENT: Through a developmentally appropriate progression of activities based on a strong foundation of motor, non-locomotor, and manipulative skills, all students regardless of ability can engage in physical activity with competence and confidence.

1. Demonstrate competency in many movement forms and proficiency in a few movement forms. *equivalent of NYS Standard 1

Third and Fourth grade students should be able to demonstrate refined fundamental patterns. They should be able to attain mature motor patterns for the basic locomotor, non-locomotor, and selected manipulative skills (e.g. Throwing, catching, striking). Variations of skills and skill combinations are performed in increasingly dynamic and complex environments (e.g. performing manipulative tasks while dodging, performing a formal dance to music). In addition, students should be able to acquire some specialized skills basic to a movement form (i.e. basketball chest pass, soccer dribble) and to use those skills with a partner.

EMPHASIS

- Demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills.
- Adapt a skill to the demand of a dynamic, unpredictable environment (e.g. game situation).
- Acquire beginning skills of a few specialized movement forms.
- Combine movement skills in applied settings.

BENCHMARKS

1. Throw, catch, and kick using mature motor patterns
2. While running, avoid or catch an individual or object.
3. Roll in a backward direction without hesitating or stopping
4. Hand dribble and foot dribble a ball and maintain control while traveling within a group.
5. Without hesitation travel into and out of a rope turned by others.
6. Balance, with control, on a variety of moving objects (e.g. Balance boards, scooters).
7. Jump and land for height, and jump and land for distance using a mature motor pattern.

C. Curriculum Design/Required Instruction

8. Strike a stationary and moving object with an implement.
9. Participate in Physical Fitness Testing.

2. Applies movement concepts and principles to the learning and development of motor skills.

***equivalent to NYS Standard 1**

The third and fourth grade student should be able to use critical elements to refine personal performance of fundamental and selected specialized motor skill, as well as to provide feedback to others. They should be able to identify and apply concepts that impact the quality of movement performance in increasingly complex movement situations. For example, a ball must be passed in front of a moving player, and the lower the center of gravity the more stable an object.

EMPHASIS

- Apply critical elements to improve personal performance in fundamental and selected specialized motor skills.
- Use critical elements of fundamental and specialized movement skills to provide feedback to others.
- Recognize and apply concepts that impact the quality of increasingly complex movement performance.

BENCHMARKS

1. Transfer weight, from feet to hands, at fast and slow speeds using large extensions (e.g. Mule kicks, handstand, cartwheel).
2. Strike a softly thrown, lightweight ball back to a partner using a variety of body parts and combination of body parts (e.g. the bump in volleyball, heading in soccer).
3. Develop patterns and combinations of movement into repeatable sequences.
4. Identify ways movement concept can be used to refine movement skills for self and fellow students.
5. Describe essential elements of mature movement patterns.

PERSONAL FITNESS/WELLNESS: A focus of study that is based on a balance of behaviors and actions that enhance good health, quality of life, and well being.

3. Exhibits a physically active lifestyle.

***equivalent of NYS Standard 1**

At this age the intent of this standard is the beginning of an awareness of participation in physical activity as a conscious decision and personal choice for both enjoyment and health-related benefits. Students at this age will begin to be aware of those activities they enjoy, and will participate in activity to improve their own personal skill and enjoyment and should be encouraged to do so. This knowledge should be connected with their personal decisions for participation outside of physical education class.

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Students should also be able to describe personal, psychological, and emotional benefits of their participation in physical activity.

EMPHASIS

- Select and participate regularly in physical activities for the purpose of improving skill and health.
- Identify the benefits derived from regular physical activity.
- Identify several moderate to vigorous physical activities that provide personal pleasure.

BENCHMARKS

1. Regularly participate in physical activity for the purpose of developing a healthy lifestyle.
2. Describe healthful benefits that result from regular and appropriate participation in physical activity.

4. Achieves and maintains a health-enhancing level of physical fitness.

***correlates with NYS Standard 1**

By this age, students should begin to match different types of physical activity with underlying physical fitness components and should participate in moderate to vigorous physical activities in a variety of settings. Students should begin to be able to interpret the results and understand the significance of information provided by formal measures of physical fitness. Fitness testing is introduced at this level.

EMPHASIS

- Identify several activities related to each component of physical fitness.
- Associate results of fitness testing to personal health status and ability to perform various activities.

BENCHMARKS

1. Maintain continuous aerobic activity for a specified time.
2. Participate in appropriate activity that results in the development of muscular strength.
3. Supports, lifts, and controls body weight in a variety of activities.
4. Regularly participates in physical activity for the purpose of improving physical fitness.
5. Be able to name components of health – related fitness and define each (i.e., cardiovascular endurance, muscular strength and endurance, flexibility and body composition)
6. Exercises at home for personal enjoyment.

PERSONAL FITNESS WELLNESS: A focus of study that is based on a balance of behaviors and actions that enhance good health, quality of life, and well being.

C. Curriculum Design/Required Instruction

5. Demonstrate responsible personal and social behavior in physical activity settings.

***equivalent to NYS Standard 2**

Students identify the purposes for and follow, with few reminders, activity-specific safe practices, rules, procedures, and etiquette. They continue to develop cooperation skills to enable completion of a common goal while working with a partner or in small groups. They can work independently and productively for short periods of time.

EMPHASIS

- Follow with few reminders activity and game rules, procedures, and etiquette.
- Utilize safety principles in activity situations.
- Work cooperatively and productively with a partner or small group.
- Work independently or on-task for short periods of time.

BENCHMARKS

1. When given the opportunity, arranges gymnastics equipment safely in a manner appropriate to the task.
2. Accepts the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others.
3. Works productively with a partner to improve a skill by using the critical elements of the process.
4. Assesses their own performance problems without blaming others.

6. Demonstrates understanding and respect for differences among people in physical activity settings.

***equivalent to NYS Standard 2**

Building on the foundation laid in the early grades, third and fourth grade students are encouraged to develop a cultural/ethnic self-awareness. Students are encouraged to recognize and appreciate their own heritage to help lay the ground work for understanding and appreciating the differences in others.

EMPHASIS

- Explore cultural/ethnic self-awareness through participation in physical activity.
- Recognize the attributes that individuals with differences can bring to group activities.

BENCHMARKS

1. Recognizes differences and similarities in others' physical activity.
2. Demonstrates acceptance of the skills and abilities of others through verbal and nonverbal behavior.
3. Indicates respect for people from different backgrounds and the cultural significance they Bring to various games, dances and physical activities.

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7. Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

***equivalent to NYS Standard 2**

Third and Fourth graders can identify activities that they consider to be fun. Enjoyment is directly related to competence in a particular activity. They are challenged by learning a new physical activity and enjoy broadening the repertoire of movement skills. Success and improvement are attributed to effort and practice. They tend to choose an appropriate level of challenge in an activity so as to experience success and engage in activity with students of similar skill levels.

EMPHASIS

- Experience enjoyment while participating in physical activity.
- Interact with friends while participating in group activities.
- Use physical activity as a means of self-expression

BENCHMARKS

1. Experience positive feelings as a result of involvement in physical activity.
2. Celebrate personal successes and achievements as well as those of others.
3. Design games and gymnastics sequences that are personally interesting.

SUGGESTED FITNESS ACTIVITIES: FOR GRADES 3 & 4

Circuit training (stations)	Fitness games
Group exercise with exercise cards (cardiovascular, flexibility, muscle strengthening)	Parachute exercise
Group exercises with exercise charts	Aerobic running
Rope jumping	Obstacle courses
Four corners	Continuity drills
	Physical fitness tests

C. Curriculum Design/Required Instruction

National Standards and Assessments Grade 5

FIFTH GRADE

All classes at this level are taught by a New York State Certified Physical Education Instructor. Classes are grouped for physical education by homeroom in a co-educational framework. Each class meets twice each week, forty minutes in each session. This total of eighty minutes per week is augmented by integration of physical education/wellness concept into the core curriculum.

GRADE 5

MOTOR/MOVEMENT SKILLS: Through a developmentally appropriate progression of activities based on a strong foundation of motor and non-locomotor, and manipulative skills, all students regardless of ability can engage in physical activity with competence and confidence.

1. Demonstrate a competency in many movement forms and proficiency in a few movement forms *correlates with NYS Standard 1

The fifth grade student uses skills and combination of skills appropriately in context of actual performance situations. Tumbling and gymnastics become more refined and sequences are more sophisticated. Game skills are adapted to the requirements of increasingly complex strategies and are used in more complex, but still, somewhat unstructured game environments. Mature patterns are now expected for all basic manipulative, locomotor, and non-locomotor skills, while the student is beginning to acquire the basic skills of selected sport, dance and gymnastic activities.

EMPHASIS

- Demonstrate mature forms for all basic manipulative, locomotor and non-locomotor skills.
- Demonstrate increasing competence in more advanced specialized skills.
- Adapt and combine skills to the demands of increasingly complex situations of selected movement forms.
- Demonstrate beginning strategies of net and invasion games.

BENCHMARKS

1. Throws a variety of objects demonstrating both accuracy and distance
Suggested activities: soccer, football, softball, basketball, bean bag toss, deck tennis, underhand, overhand, side arm, volleyball, dodgeball, baseball, team handball, speedball, scatter football, spud.
2. Hand dribble and foot dribble while attempting to prevent an opponent from stealing the ball.
Suggested activities: soccer, basketball, team handball, speedball.

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3. Design and perform sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed and flow.
Suggested activities: tumbling, aerobics, rhythmic dance, folk dance, square dance, new games, cooperative games, obstacle course, fitness routines.
4. In a small group keep an object continuously in the air without catching it (i.e ball, foot, bag).
Suggested activities: volleyball, beach balls, tennis, cage ball, crab soccer, racket sports, juggling.
5. Strike an object using the appropriate implement demonstrating the appropriate proficiency (e.g. bat/baseball, racket/tennis ball).
Suggested activities: tennis, badminton, pickle ball, handball, deck tennis, volleyball.

2. Applies movement concepts and principles of learning and development of motor skills * correlates with NYS Standard 1

The fifth grade student is able to use and apply concepts from a variety of sources to enhance learning and performance. Specifically, this student should be able to begin to identify principles of practice and conditioning that enhance movement performance. They should be able to recognize similarities and differences between movement skills that use similar patterns and transfer appropriate concepts from one to the other. Students should be able to use information from a variety of sources (internal and external to guide and improve performance. The student should be able to recognize and use basic offensive and defensive strategies.

EMPHASIS

- Use information from a variety of sources of internal and external origin to improve performance.
- Identify and apply principles of practice and conditioning that enhance performance.
- Begin to apply more involved movement concept with a game environment.
- Begin to understand and identify the similarity of skills involved with the carryover from one athletic activity to another.
- Through modified level sport activities students will begin to implement conceptual offensive and defensive strategies.

BENCHMARKS

1. Demonstrate the benefit of practice activities to improve movement skills.
2. Demonstrate through conditioning exercises the improvement in performance skills.
3. Demonstrate through successful carry over in sport activities similar movement skills and patterns.

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PERSONAL FITNESS/WEELLNESS: A focus of study that is based on a balance of behaviors and actions that enhance good health, quality of life and well being.

3. Exhibits a physically active lifestyle.

***correlates to NYS Standard 1**

The intent of this standard for the fifth grade is the development of voluntary participation in out-of-class physical activities with the goal of developing interest and improving and maintaining an active lifestyle. Physical activity choices are based on personal interests and capabilities, perceived social and physical benefits, challenge and enjoyment. As students gain more control over the decisions affecting their everyday living, the notion of a broad perspective of active and healthy lifestyle should be introduced.

EMPHASIS

- Identify opportunities in the school and community for regular participation in physical activity
- Participate daily in some form of health enhancing physical activity
- Analyze personal interests and capabilities in regard to one's exercise behavior
- Identify the critical aspects of a healthy lifestyle

BENCHMARKS

1. Chooses to exercise at home for personal enjoyment and benefit.
2. Participates in games, sports, dance and outdoor pursuits both in and out of school based on individual interests and capabilities.
3. Identifies opportunities close to home for participation in different kinds of activities.

4. Achieves and maintains a health-enhancing level of physical fitness.

***correlates with NYS Standard 1**

Fifth grade students should be able to participate in moderate to vigorous physical activities in a variety of settings for longer periods of time. In addition, students can assess their own heart rate, breathing rate, perceived exertion, and recovery rate during and following strenuous physical activity. Students are developing a better understanding of the components of fitness and how these relate to their overall fitness status. In conjunction with the teacher, students should be able to use information from fitness assessment to increase current levels of fitness on the various components and make progress toward desired goals.

EMPHASIS

- Participate in moderate to vigorous physical activity in a variety of settings.
- Monitor intensity of exercise.
- Begin to develop a strategy for improvement of selected fitness components.

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- Work somewhat independently with minimal supervision in pursuit of personal fitness goals.

BENCHMARKS

1. Keeps records of heart rate before, during, and after vigorous physical activity.
2. Participates in fitness-enhancing organized physical activities outside of school (gymnastic clubs, community sponsored youth sports).
3. Engages in physical activity at the target heart rate for a minimum 20 minutes.
4. Correctly demonstrates activities designed to improve and maintain muscular strength and endurance, flexibility, cardio respiratory functioning, and proper body composition.

PERSONAL LIVING SKILLS: These skills serve as the foundation for becoming a productive and concerned citizen. Personal living skills include self reliance, social interaction, and personal management.

- **Demonstrates responsible personal and social behavior in physical activity settings.**
*correlates with NYS Standard 2

Fifth grade students identify the purposes for participation in the establishment of safe practices, rules, procedures, and etiquette for specific activities. They develop cooperation skills to accomplish group or team goals in both cooperative and competitive activities. Students are expected to work independently to complete assigned tasks.

EMPHASIS

- Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations.
- Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities.
- Make conscious decisions about applying rules, procedures, and etiquette.
- Utilize time effectively to complete assigned tasks.

BENCHMARKS

1. Make responsible decisions about using time, applying rules, and following through with the decisions made.
2. Uses time wisely when given the opportunity to practice and improve performance.
3. Makes suggestions for modifications in a game or activity that can improve the game.

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4. Remains on-task in a group activity with close teacher monitoring.
5. Choose a partner that he or she can work with productively.
6. Distinguishes between acts of “courage” and reckless acts.
7. Includes concerns for safety in self-designed activities.

6. Demonstrates understanding and respect for differences among people in physical activity settings.

***correlates with NYS Standard 2**

By the fifth grade students should be able to recognize the contribution of participation in physical activity to multicultural/ethnic awareness and the development of inclusionary behavior. They understand and respect the contributions of others with like and different skill levels to the group or team goal. Furthermore, they understand the cultural heritage of their own families and recognize that their classmates also have a cultural heritage that is important to them.

EMPHASIS

- Acknowledge differences in the behaviors of people of different gender, culture, ethnicity, and disability and seek to learn more about both similarities and differences.
- Cooperate with disabled peers and those of different gender, race, and ethnicity.
- Work cooperatively with both more or less skilled peers.

BENCHMARKS

1. Recognize the role of games, sports, and dance in getting to know and understand others of like and different backgrounds.
2. Through verbal and nonverbal behavior demonstrates cooperation with peers of different gender, race, and ethnicity in a physical activity setting.
3. Seek out, participate with, and show respect for persons of like and different skill levels.
4. Recognizes the importance of one's personal heritage.

7. Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

***correlates with NYS Standard 2**

Fifth graders attach great importance to group membership: they will choose participation in physical activity to be with their peers. They can recognize and appreciate skilled performance in a variety of activities and choose to participate in those activities in which they experience success. Skill in sport and physical activity is valued as students respect those with high levels of ability. Physical activity can become an important avenue for self-expression

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for these students. Risk-taking, adventure, and competitive attitudes provide the opportunity for challenge, enjoyment, and positive social interaction.

EMPHASIS

- Recognize physical activity as a positive opportunity for social and group interaction.
- Demonstrate enjoyment from participation in physical activity.
- Recognize that success in physical activities leads to recognition from peers.
- Use physical activity to express feelings.
- Seek personally challenging experiences in physically active opportunities.

BENCHMARKS

1. Recognizes the role of games, sports, and dance in getting to know and understand self and others.
2. Identifies benefits resulting from participation in different forms of physical activities.
3. Describes ways to use the body and movement activities to communicate ideas and feelings.
4. Seeks physical activity in informal settings that utilize skills and knowledge gained in physical education classes.

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National Standards and Assessments Grades 6-8

Students in grades 6 – 8 will participate in physical education every other day on a five day rotation. In alternate weeks students will receive instruction in physical education three days one week and two days the next week. This provides 120 minutes in one week and 80 the next.

Classes are instructed in a coeducational set up with an average of 22 students in each class.

MOTOR/MOVEMENT SKILLS: Through a developmentally appropriate progression of activities based on a strong foundation of motor, non-locomotor, and manipulative skills, all students regardless of ability can engage I physical activity with competence and confidence.

1. Demonstrate competency in many movement forms and a proficiency in a few movement forms *correlates to NYS Standard 1

The sixth to eighth grade student is expected to acquire competence in a variety of movement forms. As a result of an increased ability to vary skills, students are able to participate successfully in rhythm activities, outdoor pursuits, and modified versions of team and individual sports. In order to do this, students should have gained competence in the basic skills and their application to modified versions of these movement forms.

EMPHASIS

- Demonstrate competence in modified versions of a variety of movement forms

BENCHMARKS

1. Combine skills competently to participate in modified versions of team and individual, cooperative and rhythm activities.
2. Explore introductory outdoor pursuits skills.
3. Competent in basic aquatic skills and water safety.

2. Applies movement concepts and principle of learning and development of motor skills. *correlates to NYS Standard 1

The sixth to eighth grade student's increasing competence affords opportunities to develop more advanced knowledge and understanding. This is exemplified through their growing understanding and application of more advanced movement and game strategies, critical elements of advanced movement skills, and identification of characteristics representative of highly skilled performance.

EMPHASIS

- Understand and apply more advanced movement and game strategies
- Identify the critical elements of more advanced movement skills

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- Identify the characteristics of highly skilled performance in a few movement forms
- Understand and apply more advanced discipline specific knowledge

BENCHMARKS

1. Practice in ways that are appropriate for learning new skills or sport on his/her own.
2. Identify and follow rules while playing sports and games
3. Use basis offensive and defensive strategies while playing a modified version of a sport or activity.

PERSONAL FITNESS/WEELLNESS: A focus of study that is based on a balance of behaviors and actions that enhance god health, quality of life, and well being.

3. Exhibits a physically active lifestyle.

***correlates to NYS Standard 1**

The sixth to eighth grade student should be a participant in at least one physical activity outside of the school setting on a regular basis. It is the intent of this standard to increase awareness of the opportunities for participation and interest in participating in a broad range of different kinds of physical activity experiences. Students of this age should be able to independently set a physical activity goal and participate in individualized programs of physical activity and exercise based on results of fitness assessments, personal fitness goals, and interest. Greater and more specific understanding of long-term health benefits and understanding the relationship of health maintenance to the quality of lifelong health is expected.

EMPHASIS

- Establish personal physical activity goals
- Participate regularly in health-enhancing physical activities to accomplish these goals (in or out of the physical education class)
- Explore a variety of new physical activities for personal interest in and out of the physical education class
- Describe the relationships between a healthy lifestyle and “feeling good”

BENCHMARKS

1. Participate in a physical activity program designed with the help of the teacher.
2. List long-term physiological, and cultural benefits that may result from regular participation in physical activity.

4. Achieves and maintains a health-enhancing level of physical fitness.

***Correlates with NYS Standard 1**

Students at this level should participate in physical activities that address each component of health-related fitness, including muscular strength and endurance, flexibility, body

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composition, as well as cardiovascular endurance. They can assess their personal fitness status for each component. Students are introduced to the various principles of training and how they can be utilized in improving physical fitness. At this level, students should be able to interpret the results of physical assessments and use this information to assist in the development of individualized physical fitness goals with little assistance from the teacher.

EMPHASIS

- Participate in a variety of health-related fitness activities in both school and non-school settings
- Assess physiological indicators of exercise during and after physical activity
- Understand and apply basic principles of training to improving physical fitness
- Begin to develop personal fitness goals independently

BENCHMARKS

1. Maintains a record of moderate to vigorous physical activity.
2. Participates in fitness enhancing physical activities outside of school (e.g. Gymnastic clubs, community sponsored youth sports).
3. Engages in physical activity at target heart rate for minimum of 20 minutes.

PERSONAL LIVING SKILLS: These skills serve as the foundation for becoming a productive and concerned citizen. Personal living skills include self-reliance, social interaction, and personal management.

5. Demonstrates responsible personal and social behavior in physical activity settings.

***correlates with NYS Standard 2**

Students are beginning to seek greater independence from adults. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers and to follow pertinent practices, rules and procedures necessary for successful performance. They practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities. Students reflect on the benefits of the role of rules, procedures, safe practices, ethical behavior, and positive social interaction in physical activity settings.

EMPHASIS

- Recognize the influence of peer pressure
- Solve problems by analyzing causes and potential solutions
- Analyze potential consequences when confronted with a behavior choice
- Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.

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BENCHMARKS

1. Identifies positive and negative peer influence.
2. Plays within the rules of a game or activity.
3. Considers the consequences when confronted with a behavior choice.
4. Resolves interpersonal conflicts with sensitivity to rights and feelings of others.
5. Handles conflicts that arise with others without confrontation.
6. Finds positive ways to exert independence.
7. Tempers the desire to “belong” to a peer group with the growing awareness of independent thought.
8. Makes choices based on the safety of self and others.
9. Accepts a controversial decision of an official.

6. Demonstrates understanding and respect for differences among people in physical activity settings.

***correlates with NYS Standard 2**

Through sixth to eighth grade, the concept of physical activity as a microcosm of modern culture and society is introduced. Students should be able to recognize the role of physical activity in understanding diversity in modern culture. Students continue to include and support each other and respect the limitations and strengths of group members.

EMPHASIS

- Recognize the role of sports, games and dance in modern culture
- Identify behaviors that are supportive and inclusive in physical activity settings
- Willingly join others of diverse culture, ethnicity, and race during physical activity

BENCHMARKS

1. Demonstrates an understanding of the ways sport and dance influence American culture.
2. Displays sensitivity to the feelings of others during interpersonal interactions.
3. Respects the physical and performance limitations of self and others.

7. Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

***correlates with NYS Standard 2**

A primary reason sixth to eighth graders seek physical activity is for group membership and positive social interaction. Physical activities provide a positive outlet for competition with peers and a means of gaining the respect and recognition of others.

C. Curriculum Design/Required Instruction

Skill expertise is increasingly valued. Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment of participation. Feelings of independence are beginning to be important as well. Physical activities can provide confidence as students start to

take steps toward independence. Challenge is found in both high levels of competition as well as in new or different activities. As students experience a greater awareness of feelings, the avenues of self-expression provided by dance, tumbling, and various sport activities become increasingly more important.

EMPHASIS

- Enjoy participation in physical activity
- Recognize the social benefits of participation in physical activity
- Try new and challenging activities.
- Recognize physical activity as a vehicle for self-expression

BENCHMARKS

1. Feels satisfaction when engaging in physical activity.
2. Enjoys the aesthetic and creative aspects of performance.
3. Enjoys learning new activities.

C. Curriculum Design/Required Instruction

National Standards and Assessments Grades 9-12

All students in grades 9 – 12 in the Lake Shore Central School district receive instruction in physical education on an 85 minute block schedule format. Students are scheduled to one 85 minute block every four days. Days of attendance are numbered repeated throughout the school year. This type of scheduling affords high school students an average of 170 minutes of physical education one week followed by 85 minutes the following week. Classes average 28 students which are taught in a co-educational basis by New York State Certified instructors.

GRADES 9 & 10

MOTOR/MOVEMENT SKILLS: Through a developmentally appropriate progression of activities based on a strong foundation of motor, non-locomotor, and manipulative skills, all students regardless of ability can engage in physical activity with competence and confidence.

1. Demonstrate competency in many movement forms and a proficiency in a few movement forms *correlates to NYS Standard 1

Ninth and tenth grade students should increase the number of activities for which they have acquired a level of competence; furthermore, the activities should represent a

variety of movement forms. Whereas prior to this time, competence was often achieved within modified versions of various movement forms. Competency involves the ability to use the basic skills, strategies and rules of an activity to a degree of success that makes the activity enjoyable.

EMPHASIS

- Demonstrate competence in an increasing number of more complex versions of the following different types of movement forms: aquatics, team and individual sports, outdoor pursuits, self-defense or rhythm activities.

BENCHMARKS

1. Participate in a variety of different game, sport and rhythms activities.
2. Compare and contrast different offensive and defensive patterns in sports.
3. Participate in a variety of outdoor pursuits indigenous to the geographic area.

2. Applies movement concepts and principles to the learning and development of motor skills *correlates to NYS Standard 1

Students at this grade level are beginning to specialize in a few movement forms leading toward proficiency. Achieving this level of ability requires more specialized knowledge and the identification and application of critical elements essential to competent/proficient performance. They are increasingly capable of identifying and applying characteristics of highly skilled

C. Curriculum Design/Required Instruction

Performance. This student should be able to apply and understand increasingly complex discipline specific information to their own performance

EMPHASIS

- Use more specialized knowledge to develop movement competence or proficiency
- Identify and apply critical elements to enable the development of movement competence/proficiency
- Identify and apply characteristics of highly skilled performance to enable the development of movement competence/proficiency
- Understand and independently apply discipline specific information to their own performance

BENCHMARKS

1. Applied bio-mechanical concepts and principles to analyze and improve performance of self and others.
2. Describe and demonstrate the significance of some basic physiological principles to the development of personal fitness.

PERSONAL FITNESS/WELLNESS: A focus of study that is based on a balance of behaviors and actions that enhance good health, quality of life, and well being.

3. Exhibits a physically active lifestyle.

***correlates to NYS Standard 1**

Students in ninth and tenth grade should have the skills and knowledge to assess and develop their own personal activity program and the desire to carry it through. Emphasis is placed on providing students the opportunity to analyze the benefits of their own activity program in relationship to personal interests, capabilities, and needs. Students at this level should be able to develop sound strategies for incorporating physical activity into a comprehensive lifetime activity plan. Students should be able to locate and arrange opportunities for physical activities within the community and surrounding areas and should be participants outside the physical education setting on a regular basis.

EMPHASIS

- Participate regularly in health enhancing and personally rewarding physical activity outside the physical education class setting.
- Seek and select physical activities from a variety of movement forms based on personal interest, meaning and fulfillment.
- Develop and conduct independently a personal activity program meeting their needs

BENCHMARKS

1. Participate regularly in health enhancing activities that can be pursued in the community.

C. Curriculum Design/Required Instruction

2. Analyze and evaluate personal fitness profile.
3. Identify personal behavior that supports and does not support a healthy lifestyle.
4. Analyze and compare health and fitness benefits derived from various physical activities.

4. Achieves and maintains a health-enhancing level of physical fitness.

***correlates with NYS Standard 1**

Ninth and tenth grade students should begin to choose and participate on a regular basis in physical activities that enable them to achieve and maintain health related fitness. Students work to improve fitness levels by applying principles of training to participation in exercise and physical activities chosen with a specific training intent. Students should be able to interpret information from fitness tests and begin to design, with teacher guidance, personal programs to achieve and maintain health related fitness goals.

EMPHASIS

- Participate in a variety of health enhancing physical activities in both school and non-school settings
- Assess personal health related fitness status
- Begin to design a personal fitness program based on accurately assessed fitness profile
- Use principles of training for the purpose of modifying levels of fitness.

BENCHMARKS

1. Evaluate personal fitness status.
2. Participate in a variety of physical activities appropriate for improving physical fitness.
3. Assess personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility and body composition.

PERSONAL LIVING SKILLS: These skills serve as the foundation for becoming a productive and concerned citizen. Personal living skills include self-reliance, social interaction and personal management.

5. Demonstrates responsible personal and social behavior in physical activity settings.

***correlates with NYS Standard 2**

Students demonstrate responsible personal and social behavior by following safe practices, rules, procedures, and etiquette in all physical activity settings with the understanding of their responsibility as a positive influence on the behavior of others. They should be able to respond to potentially explosive interactions with others in a controlled fashion. Students should be able to evaluate competitive activities based on a variety of goals.

C. Curriculum Design/Required Instruction

EMPHASIS

- Apply safe practices, rules, procedures, and etiquette in all physical activity settings
- Act independently of peer pressure
- Resolve conflict in appropriate ways
- Keep the importance of winning and losing in perspective relative to other establishing goals of participation.

BENCHMARKS

1. Chooses an activity because they enjoy it and not because all their friends are doing it.
2. Acknowledge good play from an opponent.
3. Walks away from confrontation

6. Demonstrates understanding and respect for differences among people in physical activity settings.

***correlates with NYS Standard 2**

By ninth and tenth grade, students should be able to understand and analyze the role of sport and physical activity in a diverse world. Insight is gained through such activities as exploration of the history and the purpose of various international competitions, the role of professional sport in society and the effects of age and gender on participation patterns. Students begin to develop a personal philosophy concerning inclusive participation in physical activity.

EMPHASIS

- Recognize the value of sport and physical activity
- Invite others with differences to join in personally enjoyable activity

BENCHMARKS

1. Discuss the historical roles of games, sports and dance in the culture life of a population.
2. Enjoy meeting and working with others of diverse backgrounds during physical activity.

7. Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

***correlates with NYS Standard 2**

Enjoy movement for the sheer pleasure of moving. In addition enjoy the challenge of working hard to better their skills and feel satisfaction when they are successful in improving.

C. Curriculum Design/Required Instruction

Gain positive feelings through working with others to achieve a distant goal. Students will also experience satisfaction while pursuing personal goals.

EMPHASIS

- Enjoy participating in a variety of physical activities in competitive and recreational settings
- Pursue new activities both alone or with others
- Enjoy working together in sport activity to achieve a common goal

BENCHMARKS

1. Identify participation factors that contribute to enjoyment and self-expression.
2. Contributes meaningfully to the achievement of a team.

GRADES 11 AND 12

MOTOR/MOVEMENT SKILLS: Through a developmentally appropriate progression of activities based on a strong foundation of motor, non-locomotor and manipulative skills, all students regardless of ability can engage in physical activity with competence and confidence.

1. Demonstrate competency in many movement forms and a proficiency in a few movement forms *correlates to NYS Standard 1

Eleventh and twelfth grade students should be competent in many movement forms and proficient in a few movement forms. Opportunity to develop proficiency in a few movement forms should be provided to the older high school students. Proficiency involves the ability to demonstrate a degree of consistency and skillfulness in the execution of the basic skills of an activity, the ability to use advanced skills of an activity and the ability to use skills in regulation forms of an activity rather than modified forms. The development of proficiency usually involves participation in that activity for an extended period of time.

EMPHASIS

- Demonstrate proficiency in a few movement forms

BENCHMARKS

1. Demonstrates intermediate or advanced competence in at least one activity from three of the following categories: aquatics/lifeguard training, outdoor pursuits, individual activities/sports, dual activities/sports, team activities/sports.
- 2. Applies movement concepts and principles to the learning and development of motor skills *correlates to NYS Standard 1**

The eleventh and twelfth grade student should be able to demonstrate the knowledge and understanding necessary to develop scientifically based personal training programs and

C. Curriculum Design/Required Instruction

implement effective practice procedures for proficient performance in a few movement forms. In addition, they should be able to independently understand and apply advanced discipline specific information. Advanced activity related to discipline specific knowledge is integrated so that the students develop the ability to learn, self assess and improve movement skills independently.

EMPHASIS

- Know and understand pertinent scientifically based information regarding movement performance
- Independently apply advanced movement specific information
- Integrate discipline specific knowledge to enable the independent learning of movement skills

BENCHMARKS

1. Uses internal and external information to modify movement during performance.
2. Apply scientific principles to learning and improving skills.

PERSONAL FITNESS/WEELLNESS: A focus of study that is based on a balance of behaviors and actions that enhance good health, quality of life, and well being.

3. Exhibits physically active lifestyles.

***correlates to NYS Standard 1**

At the eleventh and twelfth grade level, the student should fully recognize and understand the significance of physical activity in the maintenance of a healthy lifestyle and should have developed the skills, interest and desire to maintain an active lifestyle. They should also assume a mature role in managing their participation in physical activity. They should feel fully empowered to make choices between those activities that are and are not personally meaningful and accessible, based on personal interests and capabilities. Adequate skill and fitness levels provide a basis for continued learning and participation. Students should develop an awareness of how and why adult patterns of participation change throughout their lives and should be prepared with meaningful strategies to deal with those changes.

EMPHASIS

- Have the skills, knowledge, interest and desire to independently maintain an active lifestyle throughout life
- Understand how activity participation patterns are likely to change throughout their lives and have some strategies to deal with those changes.

BENCHMARKS

1. Participate regularly in physical activity.
2. Feels empowered to maintain and improve physical fitness, motor skills and knowledge about physical activity.

C. Curriculum Design/Required Instruction

3. Analyze and evaluate personal fitness profile.

4. Achieves and maintains a health enhancing level of physical fitness.

***correlates to NYS Standard 1**

The student at this level should be totally independent in assessing, achieving and maintaining personal health related fitness goals and should be motivated to do so. Utilizing basic principles of training, students are now able to design personal fitness programs that encompass all components of fitness. Ongoing attention to their health related fitness status should be a way of life for students, as adults they will assume the responsibilities to participate in physical activity on a regular basis.

EMPHASIS

- Participate in regular physical activity independent of teaching mandates
- Demonstrate the skill, knowledge and desire to monitor and adjust activity levels to meet personal fitness needs.
- Design a personal fitness program

BENCHMARKS

1. Monitors exercise and other behaviors related to fitness.
2. Maintains appropriate levels of cardiovascular, muscular strength and endurance, flexibility, and body composition needed to lead a healthy lifestyle.
3. Uses the results of their fitness assessment to make the necessary changes in their personal fitness program.

PERSONAL LIVING SKILLS: These skills serve as the foundation for becoming a productive and concerned citizen. Personal living skills include self-reliance, social interaction and personal management.

5. Demonstrate responsible personal and social behavior in physical activity settings.

***correlates with NYS Standard 2**

Students should demonstrate the ability to initiate responsible behavior, function independently and positively influence the behavior of others in a physical activity setting. They demonstrate leadership by holding themselves responsible for following safe practices, rules, procedures and etiquette in all physical activity settings.

EMPHASIS

- Initiate independent and responsible personal behavior in a physical activity setting
- Accept the responsibility for taking a leadership role and willingly follow, as appropriate, in order to accomplish group goals.
- Anticipate potentially dangerous consequences and outcomes of participation in physical activity.

C. Curriculum Design/Required Instruction

BENCHMARKS

1. Set goals for activities and work toward them.
2. Encourage others to apply appropriate etiquette in all physical activity settings.
3. Create a safe environment for their own skill activities.
4. Takes a supportive role in an activity.

6. Demonstrate understanding and respect for differences among people in physical activity settings. *correlates to NYS Standard 2

The focus in eleventh and twelfth grade is on culminating experiences that indicate the student's ability to synthesize and evaluate knowledge regarding the role of physical activity in a culturally diverse society. Emphasis placed on the influence of age, disability, gender, ethnicity, socioeconomic status and culture on making enlightened personal choices for engaging in physical activity over the life span.

EMPHASIS

- Recognize the influence of participation in physical activity on fostering appreciation of cultural, ethnic, gender and physical diversity

BENCHMARKS

1. Identifies the effects of age, disability, gender, ethnicity, race, socioeconomic status and culture upon physical activity preferences and participation.
2. Display a willingness to experiment with sport and activity of other cultures.
3. Develop strategies for including persons of diverse backgrounds and abilities in physical activity.

7. Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression and social interaction.

***correlates with NYS Standard 2**

The eleventh and twelfth grade students enjoy selected activities in which he or she regularly participates alone or with a friend. Competitive, recreational, and social situations can all provide feelings of challenge. The student is readily able to express several reasons why participation in these activities is enjoyable and desirable.

EMPHASIS

- Enjoy regular participation in physical activity
- Recognize that physical activity can provide opportunities for positive social interaction.
- Enjoy learning new activities.
- Recognize the positive feelings that result from physical activity participation alone or with others

C. Curriculum Design/Required Instruction

BENCHMARKS

1. Derives pleasure from participating in regular physical activity.
2. Enters competitions or activities voluntarily

D. Adapted Physical Education

Adapted Physical Education

Students served by the Adapted Physical Education program generally fall into two tracks: Physically disabled and developmentally disabled (who may also have physical disabilities). The adaptations and strategies that are contained in this document will also be helpful to use with all types of students when trying to integrate them into a mainstream Physical Education class. The goal is to have the students function as independently as possible (with the consultation of the mainstream Physical Education teacher) in the least restrictive environment. A well-designed program of Adapted Physical Education provides many benefits for individuals with disabilities. The goal is to help insure that participation in the Akron Central School Adaptive Physical Education program will:

1. Help promote the development of physical fitness and motor skills necessary for daily living.
2. Influence the development of a more positive self-image and feelings of self-worth.
3. Provide avenues for the development of skills and abilities that will enable participation in leisure time activities and recreational interests.

The instructional considerations for inclusion model identifies four key areas Physical Education teachers should consider when modifying the instructional program for students with disabilities and/or unique instructional needs in General Physical Education (GPE):

1. Organization of the class itself.
2. The environment.
3. The equipment.
4. Support personnel.

During the course of the school year, students at Akron Central School will be involved in the following units of instruction: Cooperative Games, Project Adventure/Climbing, Swimming, Tumbling, Basketball/Team Handball, Volleyball, and Track and Field. Listed below are examples of how an Adaptive Physical Education (APE) student can be integrated into a General Physical Education (GPE) class in every unit of instruction throughout the school year at Akron Elementary/Middle School:

Cooperative Games

- Use verbal, written and visual demonstrations.
- Use short, step by step directions.
- Monitor choices of partners.
- Use positive reinforcements.
- Sit near teacher for instructions.
- Provide choices of equipment.
- Explain game in simple language.
- Provide “safe areas” during tag games (Capture the Flag, Treasure Hunt, Golden Nugget, etc.).
- Assure quick ways to get back in tag games.
- Allow a student to watch a practice round.
- Use definitive starting and stopping signals.
- Use peer buddy to keep on task.

D. Adapted Physical Education

- Choose games that the student can handle socially and physically.
- Choose partners/teams that are patient and willing to help.
- Give immediate positive feedback.
- Focus on competition with self, not others.
- Build success into games.
- Encourage self-control with realistic behavior goals.
- Provide choices when possible.
- Expect some deviation in behavior.

Swimming

- Safety must always be emphasized (no running on the pool deck, use of steps, no splashing, etc.).
- Make entering the pool the priority.
- Use of floatation device (life vest) to increase personal independence and provide increased security to motivate movement through the water.
- Keep student in the shallow end.
- Manually guide body parts and/or hold for support when needed.
- Demonstrate the skills in parts.
- Use a kick board or the side of the pool so he/she can grab the wall to rest.
- Have student walk in the water instead of swim.
- Reduce distances and/or lengthen time.

Tumbling

- Be certain to get a physician's release when necessary.
- Be well aware of the student's physical limitations.
- Use visual aids and hands on demonstration.
- Use Gym as an obstacle course with different set ups for all skills.
- Use tape or poly-spots for students to place their hands and/or feet.
- Have another student demonstrate.
- Use pictures so the student can visualize the activity.
- Have student go through the hoops when doing rolls.
- Simplify the rules.
- Play continuous, cooperative volleyball with no limit on the number of hits.

Track and Field

- Allow the students to walk or jog instead of running.
- Work with a peer partner who understands what he/she needs to do to help this student succeed.
- Lower hurdles.
- Standing long jump instead of running.
- Run shorter distances.
- Use an elastic cord instead of hard plastic cross bar for the high jump.
- Allow variations in the triple jump steps.
- Throw softball instead of shot put.
- Throw Frisbee instead of discuss.
- Allow hand tag during relays instead of baton.

D. Adapted Physical Education

The General Physical Education students will also benefit from the integration of a student with special needs. A GPE student will be able to do the following:

- Acknowledge difference in the behaviors of students with disabilities and seek to learn more about similarities and differences.
- Cooperate with disabled peers.
- Understand and respect the contributions of others with both like and different skill levels to the group or team goal.
- Identify behaviors that are inclusive and supportive.
- Learn and demonstrate strategies for inclusion of students with disabilities.
- Understand the physical challenges faced by fellow students with disabilities.

D. Adapted Physical Education

Assessment Accommodations

As determined by the CSE and indicated in a student's IEP, all students must be included in the statewide assessment program. The CSE determines whether the student will be participating in the general physical education program or the extent to which the student will participate in specially designed instruction in physical education, including adapted physical education. This determination will be indicated on the student's IEP. The CSE also determines the appropriate testing accommodations needed by the student.

The purpose of testing accommodations is to enable students with disabilities to participate in assessment programs on an equal basis with their nondisabled peers. They provide an opportunity for students with disabilities to demonstrate mastery of skills and attainment of knowledge without being limited or unfairly restricted due to the effects of a disability. Testing accommodations promote the access of students with disabilities to examination programs as well as more challenging courses and programs. Testing accommodations should not be excessive and should alter the standard administration of the test to the least extent possible.

Testing accommodations are not intended to:

- Alter the construct of the test being measured or invalidate the results.
- Provide an unfair advantage for students with disabilities over students taking tests under standardized conditions.
- Substitute for knowledge or abilities that the student has not achieved.

D. Adapted Physical Education

Accommodations for Physical Education Assessments

The NYS Learning Standards for Physical Education apply to all students and students with disabilities must be included in these assessments if they are participating in a regular physical education program. Due to the unique nature of physical education, the accommodations that may be provided to enable students with disabilities to participate in physical education assessments are also unique. Accommodations can include changes in equipment, environment and/or the basic rules. The following are suggestions for physical education instructional and assessment accommodations for students with disabilities:

- Reduce the size of the playing areas.
- Reduce the number of participants.
- Reduce the time of the task.
- Varied size, weight, color of equipment.
- Use of brightly colored paint to identify field markings.
- Use of cones or markers to indicate field markings.
- Field markings may be modified in width.
- Use of beeper ball and/or a localizer to identify bases.
- Use of hand signals or teammate shoulder tap to start and stop play.
- Allow use of alternative communication methods (e.g., interpreter, picture board, flash cards, etc.) used by student.
- Select the court environment with the least noise.
- Increase the size of the playing area to allow the student more personal space and less likelihood of contact.
- Provide verbal cues.
- Pinch runner for games requiring running.

D. Adapted Physical Education



AKRON CENTRAL SCHOOL DISTRICT

ROBIN B. ZYMROZ
Superintendent of Schools
District Fax (716) 542-5018

47 Bloomingdale Avenue Joseph R. Caprio III
Akron, New York 14001 Director of Physical Education
(716) 542-5088

Adapted Physical Education Procedures

1. Referral via **Committee on Special Education** or **504 Accommodation Team** Recommendation
2. Consent to evaluate is obtained in conjunction with the Students Services office.
3. The evaluation is completed including quantitative data, qualitative data and recommendations.
4. The PE teacher will write the report including recommendations and goals. (S)He may collaborate with the special education teacher and physical therapist as appropriate.
5. The PE teacher will report findings to the Committee on Special Education
6. PE teacher will collaborate with the special education teacher to conduct the quarterly progress reports.
1. **Medical Referral** from Student Physician (either temporary or more permanent basis)
2. The Student's Physician will complete the Physical Education Medical Recommendation Form. The school nurse may facilitate the process of obtaining this documentation.
3. The Physical Education Teacher will assess the student's ability to participate in Physical Education Class based on the information gathered from the Physical Education Medical Recommendation Form, observations from class, and /or input from Director of PE.
4. Since students are mandated by NYS regulation to participate in a course of physical activity, the PE teacher will develop a program of adapted PE, on an individual basis, to comply with SED mandates.

D. Adapted Physical Education



AKRON CENTRAL SCHOOL DISTRICT

ROBIN B. ZYMROZ
Superintendent of Schools
District Fax (716) 542-5018

47 Bloomingdale Avenue Joseph R. Caprio III
Akron, New York 14001 Director of Physical Education
(716) 542-5088

Dear Parent or Guardian,

All students who are registered in the schools of New York State are required by Law and the Commissioner's Regulations to attend courses of instruction in physical education. If a student is temporarily or permanently unable to participate due to medical limitations these courses must be adapted to meet the student's individual needs.

In order to provide the Physical Education Teacher the information necessary to design appropriate instruction for your child we need additional assistance. Therefore, the attached form will be sent to your child's primary physician to assist the district. This form is in no way intended to undermine or question the medical recommendation of your child's physician. Its function is merely to provide specific information on what your child can or cannot do. If you have any questions or wish to request additional information please do not hesitate to contact me.

Thank you for your continued support of our physical education and adapted programs.

Sincerely,

Joseph R. Caprio III,

D. Adapted Physical Education



AKRON CENTRAL SCHOOL DISTRICT

ROBIN B. ZYMROZ
Superintendent of Schools
District Fax (716) 542-5018

47 Bloomingdale Avenue
Akron, New York 14001

Scott E. Payne
Director of Student Services
(716) 542-5077
Fax (716) 542-5073

Copies will be sent to:

Office of Student Services

Principals

Physical Ed. Teacher

Student's File

School Year _____/_____

PHYSICAL EDUCATION MEDICAL RECOMMENDATION FORM

To Dr. _____ Date: _____

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

Your patient, _____, is registered in the Akron Central School District and has indicated an inability to participate fully in the physical education program. To assist us in designing a program adapted to meet his/her individual needs, would you please complete this form and return it back to the student's school. NYS regulations specifically state that students cannot be totally exempt from physical education classes.

THANK YOU FOR YOUR COOPERATION!

Please indicate student's disability: _____

Indicate with an "X" those activities below that the students can participate in with no restrictions.

_____ Dance activities	_____ Light weights	_____ Twisting
_____ Racket sports	_____ Kicking	_____ Jumping
_____ Running	_____ Aerobic activity	_____ Stretching
_____ Yoga	_____ Chair exercises	_____ Dance activities
_____ Dribbling	_____ Walking program	_____ Weight room
_____ Swimming	_____ Water activities	_____ Lifting
_____ Throwing	_____ Catching	_____ Tumbling
_____ Bending	_____ Other (please specify) _____	

Are there any exercises or activities that as their physician, you feel would be beneficial to the student in their recovery process? ____ Yes ____ No If yes, what? _____

This is to certify that I have examined the above named student and recommend the noted recommendations until the following date: _____

PHYSICIAN'S NAME

PHYSICIAN'S SIGNATURE

DATE

D. Adapted Physical Education

(Please note additional Physician remarks on back of this paper.)

Student Name: _____ DOB: _____

Please describe any modifications that would ensure successful participation in the NYS physical education requirements.

[illegible]

E. Attendance Policy

Attendance Policy

The Akron Central School District requires all students K – 12 grade to attend physical education classes as scheduled at each grade level. The district does not approve alternate activities outside of scheduled classes as an equivalent, acceptable activity meeting this requirement.

Notes requesting exclusion from physical education from a parent or guardian are screened by the school nurse. Exclusion on a limited basis is permitted only if approved by the school nurse. If questions exist the nurse will consult with the physician prior to approving the medical exclusion. If medical condition requires extended exclusion from physical education the student will be placed in an alternate assignment providing a program that will meet the district requirement.

Students in K – 3 are not required to change out of street clothes for physical education. The only clothing requirement is the use of shoes designed for activity on a gymnasium floor.

Students in grades 4-12 are required to change into clothing appropriate for activity but are not required to shower after class.

There is time provided to 6-12 students during 9th period (2:30-3:30) to make up any missed physical education periods or for extra help as needed.

F. Grading Policy

Grading Policy

At grade K-5 students are grades in physical education using a letter system: U (unsatisfactory), S (satisfactory), S+ (more than satisfactory), G (good), G+ (more than good), and O (outstanding). Grades are based on points earned for participation and preparedness in class, quiz scores, and rubric scores on performance based assessments. In the event of a student being unprepared more than three times in a given marking period, the student's grade may be lowered one level. Information is provided to parents and students in the elementary handbook, on the district website (akronschools.org), and in letters that are sent home to parents in the fall of each school year.

- At grades 6-12 up until June 30, 2008 all PE students received a Pass/Fail in PE and this grade was based on participation. The Akron PE curriculum has been under revision over the last 5 years, and teachers have now enhanced their assessments to include both assessment of knowledge and understanding and assessment of skill and application. Beginning in September 2008, PE teachers will assign each 6-12 student a numeric grades which will appear each quarter on the students' report card and on their official high school transcript. The specific weighting and components of this grade will be determined in August 2008 when the entire PE staff will meet for a full day of summer curriculum work facilitated by the Director of Physical Education.
- 1B Benchmarks* have been established for grade 2, 5, 8, and 11 for Standard 1B following a PE gap analysis in 2004-05. These benchmarks ensure that all curriculum, assessment and activities are aligned so that Akron students meet commencement standards by graduation.

*Note: Attached are the 1B Benchmarks for grade 2, 5, 8, 11 discussed above.

F. Grading Policy

Grade 2	Grade 5	Grade 8	Grade 11
<p>By the conclusion of 2nd grade students will have been assessed in the following areas:</p> <ul style="list-style-type: none"> • Introduction/Awareness of the F.I.T.T. Principle • Introduce the characteristics of aerobic activity i.e., explore activities as it relates to intensity and time. • Introduction/Awareness of health -enhancing activities and introduction of fitness vocabulary. • Introduction/Awareness of the importance of daily warm-up activities as it relates to flexibility and muscular strength. • Describe various terms used in body anatomy. <p><u>Assessment Strategy:</u></p> <p>A series of worksheets from the Physical Best Program will be distributes for assessment in class and sent home as projects to include parents to assess cognitive performance.</p>	<p>By the conclusion of 5th grade students will have been assessed in the following areas:</p> <ul style="list-style-type: none"> • Demonstrate the components of the F.I.T.T. Principle. • Introduce goal setting in at least one category of fitness. • Students will explain the meaning of "Healthy Fitness Zone." • Students will define & give examples of the fitness concepts & activities. • Students will apply fitness concepts & explain what is necessary to improve personal fitness. • Students will be describe/explain the importance of daily warm-ups as it relates to flexibility and muscular strength. • Students will describe the major muscles of the body such as biceps, triceps, etc. • Introduce the concept of overload progression, (do more than the last time or more than usual). <p><u>Assessment Strategy:</u></p> <ul style="list-style-type: none"> • A series of written cognitive perform-ance tasks related to basic fitness concepts will be administered based on the Physical Best Program. • Students will begin to establish 	<p>By the conclusion of grade 8 students will have been assessed in the following areas:</p> <ul style="list-style-type: none"> • Explain the F.I.T.T. Principles as they relate to aerobic and anaerobic activities. • Describe the major muscle movers. • Introduce flexibility and stretching methods. • Monitor intensity level of exercise as it relates to goals. • Synthesize the 5 components of health related fitness. • Calculate/apply their target heart rate. <p><u>Planning Phase:</u></p> <ul style="list-style-type: none"> • Students will plan a circuit weight training program designed to meet physical fitness goals. • Analyze the results of a physical fitness test. • Compare & contrast how various nutrition habits affect physical fitness. • Introduce/Explain the biological aspects of body composition i.e., body fat percentages. <p><u>Assessment Strategy:</u></p> <ul style="list-style-type: none"> • Students will produce a comprehension "Fitness Exit Portfolio" to include: <ul style="list-style-type: none"> ❖ The health-related components of fitness ❖ The "F.I.T.T." Principle. ❖ Principles of progression, 	<p>By the conclusion of grade 11 students will have been assessed in the following areas:</p> <ul style="list-style-type: none"> • Evaluate their own Target Heart Rate & make adjustments. • Demonstrate/Explain the "F.I.T.T." Principles. • Describe the health related fitness components. (cardio, flexibility, muscle strength, body comp.). <p><u>Planning Phase:</u></p> <ul style="list-style-type: none"> • Body Composition (BMI) assessments compared fitness gram to charts. • Fitness plan analysis: look at fitness plans of other people at different age levels and determine positive and negative aspects of their plan. • Application of fitness content knowledge including the health-related components of fitness: <ul style="list-style-type: none"> ❖ Fitness principals ❖ Principals of progression, overload, and specificity. ❖ Fitness data analysis: to include needs assessment and fitness planning. <p><u>Health Education:</u></p> <p>Students will have a knowledge of:</p> <ul style="list-style-type: none"> • Health risk factors i.e., gender, age, heredity, diet, blood pressure, cholesterol etc. • Nutrition component i.e. hydration, pre-competition meals, empty calories, eating habits diets, reading and understanding food labels. • Health risk factors <p><u>Assessment Strategy:</u></p>

F. Grading Policy

	an "Exit Portfolio."	<ul style="list-style-type: none">overload, and specificity; and health risk factors.<ul style="list-style-type: none">❖ Maximum & Target Heart Rate.❖ Improve Body Composition• A cognitive performance task requiring the comprehension of fitness concepts for the purpose of personal fitness planning.	<ul style="list-style-type: none">• A cognitive performance task requiring synthesis of data interpretation, and application of specific fitness principles for personal fitness planning in a variety of circumstances.• Students will submit an "Exit Portfolio" required prior to commencement
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F. Grading Policy

NAME: _____

GRADE: 6 7 8 9 10 11 12

PERIOD: _____

<u>PARTICIPATION</u> 60% of total classes for that marking period	+	<u>EFFORT & ATTITUDE</u> 0 - 10 PTS.	+	<u>PERSONAL/SOCIAL/RESPONSIBLE BEHAVIOR, SELF-CONTROL</u> 0 - 10 PTS.	+	<u>PERFORMANCE, SKILL & STRATEGY</u> 0 - 10 PTS.	+	<u>CONTENT & KNOWLEDGE</u> 0 - 10 PTS.	= 100 Pts.
For Example: 0 - 60 PTS.		Constantly strives for improvement. Highly cooperative, dependable & enthusiastic. A model of sportsmanship. <u>9-10 pts.</u>		Exemplary behavior at all times. A role model for peers. Seldom loses self-control. <u>9-10 pts.</u>		Superior skills for grade level. <u>10 pts.</u>		90 - 100% = 10 pts.	
20 Classes = 60 pts.								80 - 89% = 9 pts.	
19 Classes = 57 pts.								70 - 79% = 8 pts.	
18 Classes = 54 pts.		Works to potential, cooperative, dependable & enthusiastic. Displays good sportsmanship. <u>7-8 pts.</u>		Maintains control under pressure situations. Considerate of others. <u>7-8 pts.</u>		Above average skills for grade level. <u>8-9 pts.</u>		60 - 69% = 7 pts.	
17 Classes = 51 pts.								50 - 59% = 6 pts.	
16 Classes = 48 pts.								40 - 49% = 5 pts.	
15 Classes = 45 pts.		Usually works to potential. Generally cooperative, dependable & enthusiastic. Normally good sportsmanship. <u>5-6 pts.</u>		Behavior typical for age group. Usually respectful of teacher and peers. <u>5-6 pts.</u>		Average skills for grade level. <u>6-7 pts.</u>		30 - 39% = 4 pts.	
								20 - 29% = 3 pts.	
								10 - 19% = 2 pts.	
Student must participate in at least 15 classes each marking period to pass.		Does the least expected of him/her. Uncooperative at times. Lacks enthusiasm. Poor sportsmanship at times. 2-4 pts.		Frequently loses self-control in pressure situations. Is at times inconsiderate of teacher and peers. <u>2-4 pts.</u>		Below average skills for grade level. <u>0-5 pts.</u>		0 - 2% = 1 pt.	
		No effort. Actively uncooperative. Poor sportsmanship. Resists attempt to draw him/her into work with others. <u>0-1 pt.</u>		Quick-tempered and difficult to control at times. Lacks respect for teacher and/or peers. <u>0-1 pt.</u>					
								Absent _____	
								Comment _____	
								Comment _____	
								Comment _____	
_____	+	_____	+	_____	+	_____	+	_____	= _____% Grade
_____	+	_____	+	_____	+	_____	+	_____	= _____% Grade
		_____	+	_____	+	÷2=		_____	%

G. Personnel

PERSONNEL

All PE instruction is taught by New York State Highly Qualified NYS certified PE teachers. This is verified yearly on the New York State BEDS report. In addition, at the K-5 elementary level PE instruction is supplemented daily with the ***Think Bright Desksize*** program for 15 additional minutes each day in elementary classrooms under the direction of a certified elementary school teacher. This supplementary physical education activity was developed and is overseen by the physical education teachers under the guidance of the Director of Physical Education. A schedule detailing all activities is developed yearly and reflects compliance with the SED guidelines for K-5 time requirements. *See “B. Required Instruction” for further details.*

H. Facilities

Facilities

Facilities for physical education are noted below. All facilities are available to PE teachers K-12 for Athletic events, physical education and intramural use. In addition, community groups are able to use District facilities by following the district procedure for requesting such use. Application forms and information can be found on the District website: akronschools.org, or by calling the school district directly and requesting a facilities request form. Our District Strategic Plan includes ***Strategy VI: We will continually optimize facilities and resources to meet the needs of our students.*** Embedded in this strategy are completed action plans that have enhanced the district website to include information about district facilities, expanded electronic scheduling, as well as other procedural related to facility use to ensure ready access for the community to district facilities.

Facility use for Athletics, Intramurals, PE and Community

(On-Campus)

<u>Name of Facility</u>	<u>Athletics</u>	<u>Physical Education</u>	<u>Community Use</u>	<u>Intramurals</u>
Gym 1	X	X	X	X
Gym2	X	X	X	X
Gym 3	X	X	X	X
Gym 4	X	X	X	X
Gym 5	X	X	X	X
Pool	X	X	X	X
Fitness Center	X	X	X	X
Football Field	X	X	X	X
Soccer Field 1	X	X	X	X
Soccer Field 1	Field 2	X	X	X
Baseball Field (new)			X	
Baseball Field (new)	(old)	X	X	X
Softball Field (new)		X	X	
Softball Field (old)		X	X	
Field Hockey Field 1		X	X	X
Field Hockey Field 2		X	X	
Track		X	X	X

The Akron Central School District's facilities are available for use by community organizations. Scheduling priority is given to academic and extra-curricular school activities. Organizations must submit **a Facilities Use Form** to the District Office. Attached are district forms for reserving facilities. Proof of insurance must also be submitted as indicated on page two of the form.

H. Facilities

AKRON CENTRAL SCHOOL DISTRICT ORANGE CALENDAR REQUEST FORM

NOTE: This form is ***NOT*** to be used for outside groups requesting use of buildings. The form for outside groups is available on the ACS website home page under the **Community** tab.

SUBMIT COMPLETED FORM TO YOUR BUILDING PRINCIPAL

Contact Tech Dept extension 5700 w/Questions

Date of Event: Day of Week: (Circle) S M T W R F S Month: _____ Date(s) _____ Year _____

Type of Event: _____ Organization/Group: _____

Location: _____

Participants: _____

Starting Time of Event: _____ Ending Time of Event: _____

Set-Up Time (Start): _____

(Finish): _____

Check Box if Needed:

Transportation (complete separate transportation electronic form)

Food Service (complete separate food service form)

Maintenance (list specific needs): _____

Technology (list specific needs): (i.e. microphone, computer, screen, projector, lighting) _____

PERSON SUBMITTING REQUEST

PHONE/EXTENSION

DATE SUBMITTED

BUILDING ROUTING SIGNATURES:

Elementary School:

Principal _____

Tech Dept _____

Middle School:

Principal _____

Tech Dept _____

High School:

Principal _____

Tech Dept _____

If Fund Raiser:

Business Office _____

(D. Ciurzynski)

(IF FIELD

TRIP/OFFSITE)

Superintendent _____

(IF FIELD

TRIP/OFFSITE)

Superintendent _____

(IF FIELD

TRIP/OFFSITE)

Superintendent _____

MAINTENANCE DEPARTMENT TO BE NOTIFIED OF ALL EVENTS

----- OFFICE USE ONLY -----

Calendar: Facilities District Music Other: _____ Date of Approval _____ Initials _____

NOTES: _____

APPROVAL E-MAIL SENT: N. Pelton, B. Goodman J. Rosenberg EL Principal MS Principal HS Principal

I. Administrative Procedures/Policies

Administrative Procedures

a. Physicals

Regular Physicals- Physical examinations must be completed upon entering PK, K, 2, 4, 7 and 10, as well as new students or special education students in their triennial year. Routine exams may be done by the family physician with the school being provided a copy. The school physician will complete the examinations for any child that is not seen by his/her family doctor. The routine exams will be scheduled during the school year, and a parent may be present for the exam if it is desired. **THE SCHOOL PHYSICIAN MUST DO ALL SPORTS EXAMS.**

Sport Physicals and Health History - Every participant must have a sports physical prior to participation. Sports physicals are good for one (1) calendar year, which includes all three ACS sports seasons: fall, winter and spring.

Beginning the 2011-12 school year, student/athletes must get a sports physical from their private medical professional (doctor, nurse practitioner, physician's assistant).

Information and necessary forms for sports physicals and working papers are available on the school's website at <http://www.akronschoools.org>. If you have further questions, please contact the Health Office at 542-5036 or the Athletic Director, Mr. Joseph Caprio, at 542-5087.

Return to Play procedure: A parent must provide the Health Care Office with a note from their child's physician that clears the student to resume a sport-related activity.

- Once this criteria is provided to the Health office, arrangements can be made for the student to see the school's examiner for recertification.
- The student may be seen at the Health Care Office at the school only if there are ample slots available on examination day. This will be determined by the Health Office staff.
- The students may also be seen at the health examiner's office. The parent may pick up an "authorization exam form" from the Health Office to waive the examiner's fee. This must be done prior to the examination. No Exceptions.
- Once completed, the recertification paperwork must be turned into the Health Office for processing. **Completed paperwork should not be given to the coach and or the trainer.**

b. **Fitness Testing:** Fitness testing is completed K-12 on a twice yearly basis using the FITNESSGRAM /ACTIVITYGRAM. Students will be assessed on aerobic capacity, body composition, muscular strength, endurance and flexibility. Reports will be sent to parents with the second quarter and fourth quarter reports cards. The parent report will identify component scores along a bar graph which will extend from the Needs Improvement section into the Healthy Zone, depending on the score. A score below the Healthy Zone indicates an area of concern and attention should be given to improving fitness in that area.

c. **Class Size and Grouping:** Class size is generally compatible with class size for that grade level/building- approximately 20-25 students per instructor (K-5) and 20-30 students per instructor

I. Administrative Procedures/Policies

(6-12). Students are grouped heterogeneously and co-ed, except when activities are inappropriate, such as football and wrestling.

- d. **Use of Non-School Facilities:** Akron Schools regularly use the Newstead Soccer Field, the Alden Bowling Alley, Dandy Farms Golf Course and Akron Falls Park to supplement the District's gyms and athletic fields.
- e. **Supplemental Personnel:** Aides attend PE with students with special needs when necessary to facilitate Adapted physical education IEP requirements. Certified K-12 teachers also supplement PE requirements in the content areas where appropriate (Health Science, Technology, Music, etc.). See curriculum correlation table under 'B' of this plan.
- f. **Summer Program:** None offered.
- g. **Safety Procedures-** These are outlined in each school's handbook, which is found in the front of the agenda which each student receives in the fall. This is also available on the District website.
- h. **Alternative Physical Education Options:** Akron has none at this time. All students are required to attend scheduled physical education classes.

I. Administrative Procedures/Policies

Akron Central School Pre-participation Physical Evaluation

* Parent's Signature _____ Date ____/____/____

Last Name _____ First Name _____ Circle **M** **F** Date of Birth ____/____/____

Sport(s) _____ Grade entering in Fall _____

Address _____

Home Phone # _____ Cell # _____ Work # _____

Emergency Contact _____ Relation _____ Phone #(s) _____

Primary Doctor Name _____ Phone _____

History (Please explain any YES answers on the back of this page)

I. Administrative Procedures/Policies

J. Athletics

Athletics

- A. Intramurals – The Akron Central School District provides the opportunity for students to participate in intramural activities in grades three through eight. These intramurals are monitored by the individual school principal and conducted by certified teachers and or/ coaches within the school and community. The physical education teacher and/or coach must work with the individual school principal in setting dates and times for use of the school facilities. The school principal will disseminate information to the parents via school letter, parent e-mail, and local newspaper.
- B. Extramural – The Akron Central School District does not provide any extramural opportunities **at this time**.
- C. Interscholastic Athletics –
 - i. Philosophy of Program: See APPENDIX A.
 - ii. Selection Classification: The Akron Central School District follows the NYSPHSAA policy handbook when conducting the selection classification process for the student athletes. See APPENDIX B.
 - iii. Mixed Competition: The Akron Central School District follows the NYSPHSAA policy handbook when dealing with mixed competition. See APPENDIX B.

Athletic Policies

- i. Hiring Policy – The District Office establishes the procedure utilized by the Athletic Director for hiring coaches at every level. Coaching positions are posted and all qualified applicants may apply.
- ii. At the conclusion of the posting process, the Athletic Director will review the applications and interview applicants if necessary. The candidates deemed to be most qualified will be selected for approval. The Athletic Director submits his recommendation to the Superintendent of Schools and Board of Education for approval. See APPENDIX A.
- iii. The Akron Central School District does not allow student athletes to use interscholastic competition in lieu of physical education credit. See APPENDIX D.
- iv. Coaching credentials – Coaches for the Akron Central School District must meet NYS Education Department requirements for certification. The District Office, along with the Athletic office, monitors and annually evaluates coaching course verifications, First Aid/CPR, fingerprinting, violence abuse and child abuse prevention workshops. See APPENDIX B.
- v. Course Verification – Each coaching staff member's paperwork verifying certification is kept on file in the Athletic office. See APPENDIX A.
- vi. Coaching Evaluations – At the conclusion of every sport season, the Athletic Director evaluates and meets with coaches regarding the season completed. In addition, the Athletic Director communicates with the program's varsity coach to evaluate assistant coaches and future plans for their program. See APPENDIX C.
- vii. Code of Conduct – All student athletes and parents must read and sign *The Akron Central Code of Conduct* in order to participate for that season. SEE APPENDIX A "Code of Conduct."

J. Athletics

- viii. Athletes – See APPENDIX A “Code of Conduct.”
- ix. Parents - See APPENDIX A “Code of Conduct.”
- x. Officials – The District employees properly certify officials as approved by the NYSPHAA. All officials are fingerprinted and follow procedures regarding the Official’s Code of Conduct. See APPENDIX B.
- xi. Coaches Responsibilities – Each individual program head coach is responsible for the day-to-day operations of their program. The head coach will delegate certain responsibilities to the assistant coaches. See APPENDIX D: “Coaches Responsibilities.”
- xii. Title IX – The Akron Central School District follows Gender Equity regarding Title IX of the education amendments. The Akron Central School District office monitors Title IX. See APPENDIX B.
- xiii. Athletic Trainer – The Akron Central School District hires a full-time Athletic Trainer. This trainer works from 2:30 p.m. to the end of the final contest of the day. The trainer’s responsibilities are to provide immediate emergency care to injured athletes, rehabilitation to injuries and communications regarding injuries between coaches, parents, Athletic office, school nurse and patient’s physician. See APPENDIX A.
- xiv. Emergency Procedures – Coaches will be provided emergency contact information. See APPENDIX D.

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NYSPHSAA Handbook

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Coach Athletic Handbook

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District Policy – Extracurricular Academic Policy for Middle and High School

APPENDIX A

ATHLETIC HANDBOOK FOR ATHLETES, PARENTS AND COACHES



Dear Parent, Student & Coach:

The purpose of this handbook is to explain the expectations of the Akron interscholastic program to student athletes and parents. With the increasing complexities in carrying out an ever-growing athletic program, it is essential for the involved parties to be aware of all policies, procedures and responsibilities.

Participating in Akron athletics is a privilege, not a right. When a student chooses to participate in an athletic program at Akron, it is assumed that a commitment has been made to represent the school and the community in a positive manner. All student athletes are expected to follow all rules and regulations set forth by the Akron School District and the Commissioner of Education.

The main goal of the Akron athletic program is to provide a competitive atmosphere where student athletes are encouraged to develop and demonstrate competence, character, civility and citizenship. Success of a program may not necessarily be measured in wins and losses. It is our hope that your son/daughter enjoys his/her athletic experience at ACS and positive memories be created that will last a lifetime.

If you should have any questions regarding the athletic program, please feel free to contact me at 542-5088. Go Tigers!!

Regards,

Joseph R. Caprio III
Director of Athletics/Assistant Principal
Akron Central Schools
47 Bloomingdale Ave.
Akron, NY 14001



AKRON CENTRAL SCHOOLS



Athletic Handbook For Athletes & Parents

AKRON CENTRAL SCHOOL DISTRICT
HOME OF THE TIGERS



PARENT, STUDENT & COACH ATHLETIC HANDBOOK

Akron Central School Athletics **Please Sign and Return to Your Coach**

I have read, clearly understand, and pledge to abide by all of the contents in the Athletic Handbook.

(Print) Athlete's Name

Sport

Level

Coach

Parent/Guardian Signature

____/____/____
Date

Athlete's Signature

____/____/____
Date

Coaches are to keep all signed affidavits on file
for the duration of your season.

Date Received: ____/____/____

Coach's Initials: _____

PHILOSOPHY OF ATHLETICS

The Akron Central School District Athletic Program is a part of the school district's total educational program. Athletics is a valuable educational experience that helps to develop character, citizenship, civility and competence in all participants. The athletic program demands highly qualified coaches, dedicated athletes, and family support. The tremendous athletic experience is to be offered to as many student athletes as practically possible.

It is the nature of athletic competition to strive for victory. However, the number of victories is only one criterion to judge the success of a season. Guiding a team to attain maximum potential is the ultimate goal. Therefore, the coaching staff must teach student athletes to prepare their minds and bodies in order to reach maximum potential, and then to be gracious in victory and steadfast in defeat.

The athletic program is valuable to spectators as well as participants. A well-coordinated program is vitally important to the morale of the school and our community. Everyone involved in athletics possesses a unique opportunity to teach positive ideals. Desire, dedication, and self-discipline need to be developed in order to ensure the commitment and personal sacrifice required by athletes. Making a commitment, as such, helps to nurture integrity, pride, loyalty, and overall character. The final outcome of a good athletic program goes much further than well-trained athletes. A well-run athletic program results in increased school pride, increased community pride, improved citizens, and a better total school experience for everyone involved.

MISSION OF ATHLETICS

Akron Central School District fosters the belief that the athletic program is integral to the educational and social life of our middle and high school students, having benefits for participants and non-participants. The mission of athletics is to provide ample opportunities for students to apply and improve their athletic skill through competition. The welfare and development of the student athlete is foremost in ensuring the educational value of the program.

At the middle school level, modified athletics emphasizes broad participation, individual skill development, team play, and sportsmanship.

At the high school level, athletics encourages students to strive for excellence. Athletes will develop high levels of skill in their sport(s), as well as the qualities of leadership, cooperation, fair play, self-motivation, sportsmanship and teamwork.

To accomplish this mission, the Akron Central School District will:

- Establish an environment in which numerous experiences are provided for students to practice and develop sound moral and ethical values.
- Provide a comprehensive range of activities that will challenge students while allowing them to experience success.
- Provide experiences that will develop each student's cognitive, affective and psychomotor capabilities.

AKRON ATHLETICS VISION STATEMENT

The Vision of ACS Athletics is to pursue excellence in all aspects of life through participation in a high quality athletic program. We are committed to the fundamental ideals of respect, responsibility and integrity. It is a program in which the development of the whole person is realized through athletic participation and competition, where life-long learning occurs as a result. The ACS Athletic program is a vehicle by which our students can achieve academic excellence and become positive contributors to society.

STUDENT OUTCOMES

The outcomes below are those expected of all participants in the Akron Athletic Program.

The student athlete will:

- Develop personal goals necessary to excel and succeed as a member of a team.
- Support efforts of the team and philosophy of the program of which he or she is a participant.
- Strive to achieve a level of excellent performance.
- Abide by an approved set of district and or team rules and expectations.
- Maintain fitness through physical and mental conditioning, proper diet, and adequate rest.
- Judge his or her success in a sport on the basis of physical skills, development and knowledge of the game.
- Display a desire to succeed and excel.
- Apply ideals of fairness and cooperation in all facets of athletic competition and human interaction.
- Demonstrate at all times a satisfactory level of self-discipline and emotional maturity.

COMMITMENT

Participating in an interscholastic sports program is a commitment that should not be taken lightly. During the season, an athlete's focus should be on academics first and then helping the school team to reach its goals. With this in mind, it is important to understand that participating on club teams, travel teams, or any other non-sanctioned school team during a sports season may result in reduced playing time, suspension from the team, or removal from the roster.

Additionally, many coaches run out-of-season programs for their sports. These programs will not conflict with sports that are currently in-season. If such a conflict exists, the in-season program takes priority. No out-of-season program should put an athlete in a position where an injury is a strong probability.

An athlete's commitment to play affects an entire team. If a player cannot live up to **all** of the obligations of being a member of a school team, then this player should think seriously about whether to participate during a given season.

BEING A MEMBER OF AN AKRON SPORTS TEAM MEANS THAT THE ATHLETE IS MAKING A COMMITMENT TO THE CURRENT, IN-SEASON, SCHOOL TEAM FROM THE FIRST CONTEST. COACHES WILL NOT BE EXPECTED TO MAKE EXCEPTIONS TO THIS EXPECTATION OF COMMITMENT. PRACTICE UP THROUGH AND INCLUDING THE LAST SECTIONAL/STATE.

PROGRAM STRUCTURE

I. Modified Program

This program is available to all students at the seventh and eighth grade levels. Sport activities offered are determined by existence of leagues, student interest, financial resources, qualified coaches, and relationship to the high school program. The focus at this level is on learning athletic skills, game rules, fundamentals of team play, socio-emotional growth, and low stress competition. When possible, a fifth-quarter may be played.

At the modified level, cutting of students is not our policy and we will do our best to accommodate everyone. Sometimes, however, the numbers are such that we cannot supervise nor allot sufficient practice and playing time and cuts do have to be made.

Practices are important at this level, and the schedule will generally involve either a game or a practice on every weekday. There will be some occasions throughout the season where games are scheduled on Saturdays.

At the modified level, coaches will strive to ensure that all players receive meaningful playing time throughout each contest. However, this does not mean that each player will receive equal playing time.

II. Junior Varsity Program

This predominantly ninth and tenth grade program provides competition for students at this skill level and prepares athletes for varsity competition. In very select situations, eleventh grade students who can benefit from this competitive level may be included. Exceptional seventh and eighth graders may compete at this level, if the selective classification requirements are met.

The outcome of each contest is more important than at the modified level. **It is important to note, however, that playing time in each game is not guaranteed.** Coaches will make playing time decisions based upon ability, practice performances, attitude, and game situations. Although reducing the squad size may be necessary, keeping athletes with potential is expected.

More emphasis on physical conditioning, refinement of basic skills, and development of team play requires an increased time commitment at this level. Commitment includes attending all practices, games, meetings and other group activities. It is vital for each team member to have a role and be informed of his/her importance to the team.

At this level, athletes are committing to a six-day-a-week commitment that is expected at the varsity level as well. With the goal of becoming a varsity athlete clearly in sight, a high level of dedication is expected. Practice sessions and games are sometimes scheduled during school vacation periods.

III. Varsity Program

This level is the culmination of all others and generally is comprised of eleventh and twelfth grade students as well as any tenth grade student and infrequently, ninth grade students. In rare cases, an extremely exceptional middle school student may be on a varsity team if they have met the selective classification requirements.

Squad size at this level is limited. Sound attitudes coupled with an advanced level of skill are prerequisites for a position on a varsity team. The number of participants on any given team is a function of those needed to conduct an effective and meaningful practice sessions.

At the varsity level, preparing to win, striving for victory in each contest, and working to reach the group's and individual's maximum potential are worthy goals. Playing time is never guaranteed at the varsity level – it is always earned. Coaches will make these decisions based upon many factors, including ability, practice performance, attitude, and game situations.

A varsity athlete is making a six-day-a-week commitment. This commitment goes into vacation periods for all sport seasons. The dedication and commitment needed to conduct a successful varsity program should be taken seriously. Coaches are not required to work around student job schedules or outside of school activities. Schedules will be given in advance, but changes do occur and athletes may have to choose one program over another.

The varsity coach is the leader of that sport's program and determines the system of instruction and strategy for that program. The communication between the modified, junior varsity, and varsity programs is the responsibility of the varsity coach.

CODE OF ETHICS

Ethics have been defined as a system of basic principles of proper action. Applied to athletics, ethics imply a standard of character in which the public has trust and confidence. The essential elements of any ethical code are honesty and integrity.

Code of Ethics for Athletic Director

The Athletic Director:

- Strives to develop and maintain a comprehensive athletic program which seeks the highest development of all participants and which respects the individual dignity of every athlete and coach.
- Considers the well-being of the entire student body as fundamental in all decisions and actions.
- Supports the principle of due process and protects the civil and human rights of all individuals.
- Organizes, directs and promotes an interscholastic athletic program that is in harmony with and contributes to the total school program.
- Cooperates with the staff and school administration in establishing, implementing and supporting school policies.
- Acts impartially in the execution of basic policies, and the enforcement of the league, and state high school association rules and regulations.
- Fulfills professional responsibilities with honesty and integrity and upholds the honor of the profession in all relations with students, colleagues, coaches, administrators and the general public.
- Avoids using the position for personal gain or influence.
- Seeks to improve the professional status and effectiveness of the interscholastic athletic administrator through participation in local, state and national in-service programs.
- Commits to high standards of ethics, sportsmanship, and personal conduct on the part of the administrator, members of the coaching staff, and the athletes representing their school.

Code of Ethics for Coaches

As a professional educator and leader, the school coach will:

- Exemplify the highest moral character as a role model for young people.
- Recognize and reinforce each team member's individual worth and self image.
- Promote rules for athletes, which reflect the positive values of abstaining from the use of alcohol, tobacco, steroids, and other drugs.
- Strive to develop the qualities of leadership, initiative, sportsmanship, teamwork, and good judgment in each team member.
- Communicate and interpret program goals and objectives to parents and community.
- Provide a safe environment for practice and competition.
- Gain an awareness of the importance of prevention, care and treatment of athletic injuries.
- Exhibit a rational perspective on winning or losing with athletes and spectators.
- Respect the integrity and judgment of the game officials.
- Teach and abide by the rules of the game in letter and in spirit.
- Build and maintain ethical relationships with coaches and administrators in our school and within the league and section.
- Strive for excellence in coaching skills and techniques through professional improvement.
- Promote personal fitness and good nutrition.
- Encourage a healthy respect for the overall athletic program and its vital role in education.

Communication with the Coach

- Coaches will welcome discussions including, but not limited to the following:
 - ✓ The mental and/or physical treatment of your child
 - ✓ Ways to help your child improve
 - ✓ Concerns about your child's behavior
 - ✓ When issues arise it is expected that you be polite and respectful when discussing your concerns. Communication needs to be centered on your child and the conversation needs to be a private matter between the parent and coach.
- Procedure to Discuss a Concern with a Coach
 - ✓ The athlete should first speak with the coach to resolve the situation.
 - ✓ If a resolution is not reached or if the conversation is better suited to be between the parent and the coach, a parent/guardian should contact the coach to set up an appointment with him/her.
 - ✓ If you need assistance in contacting the coach, call the Athletic Director at 542-5087 to help arrange a meeting.
 - ✓ Please, do not attempt to meet with a coach before or after a practice or a contest. Meetings at those times seldom result in a resolution.
 - ✓ At this point, if there are still concerns after the student-athlete and/or parents have met with the coach, contact the Athletic Director.

Code of Ethics for Spectators

Proper spectator conduct is an important aspect of the school athletic program. It is desired that the Akron Central School District spectators will:

- Maintain and exhibit poise, self-discipline, and restraint during and after the contest.
- Treat the visiting team and spectators as guests, being courteous and fair.
- Be a courteous visitor at other schools.
- Avoid actions which will offend the individual athlete.
- Accept the judgment of the coach.
- Respect the property of the school.
- Display good sportsmanship by being modest in victory and gracious in defeat.
- Pay respect to both teams as they enter for competition.
- Appreciate the good plays by both teams.
- Show sympathy for an injured player.
- Regard the officials as guests and treat them as such. Accept their decisions as final.
- Understand the rules of the sport in order to fully enjoy the contest.
- Consider it a privilege to encourage everyone to live up to the spirit of the rules of fair play and sportsmanship.

Code of Ethics for Parents

It is understood that parents play a vital role in the development of student athletes and the success of the Akron Athletic Program. To that end, parents are encouraged to:

- Be a positive role model through their own actions to make sure that their child has the best possible athletic experience.
- Be a "team" fan, not a "my kid" fan.
- Weigh what their children say; they tend to slant the truth to their advantage.
- Show respect for opposing players, coaches, spectators and support groups.
- Be respectful of all officials' decisions.

- Parents should not instruct their children before, during or after a game. It may conflict with the coach's plans and strategies.
- Praise student athletes in their attempt to improve themselves as students, athletes and people.
- Gain an understanding and appreciation for the rules of the contest.
- Recognize and show appreciation for an outstanding play by either team.
- Help their children learn that success is experienced in the development in their skills, and they can feel good about themselves regardless of the outcome of one particular contest.
- Talk with coaches in an appropriate manner, at the proper time and place. Realize that immediately before and after a contest (when emotions are running high) is not the appropriate time to discuss concerns with a coach. Follow the chain of command – speak with a coach before speaking to the athletic director or any other administrator.
- Please reinforce our alcohol, tobacco, and drug-free policy by refraining from the use of any such substance before and during athletic contests. Use of tobacco products is forbidden on school grounds.
- Remember that a ticket to a school athletic event is a privilege to observe the contest.

ACADEMIC ELIGIBILITY

Philosophy

The main objective of the Akron Middle and High School is to provide the best possible education for each student commensurate with the student's abilities. In addition, we recognize that a varied and comprehensive extracurricular program plays a vital role in the total development of the student. Through these activities, the student learns self-discipline, leadership, and a spirit of cooperation; at the same time, such activities allow the student to participate in and develop activities of interest. We cannot forget, however, that the attainment of academic skills is of primary importance. It is our belief that a student must maintain a satisfactory academic performance in order to be eligible for participation in extracurricular activities.

High School Procedure

A student who is failing two or more subjects will become ineligible and will not be permitted to participate in extracurricular activities. Participation includes practicing and traveling to games, scrimmages, concerts, or the like; or participation in games, scrimmages or concerts, dances, musicals, etc.

After the first five (5) weeks of each marking period and at the end of each marking period (i.e., progress report/marketing period), each teacher will submit a list of all failing students to the Secondary Office. A list of students failing two (2) or more subjects will be compiled and distributed to all teachers, advisors and coaches, who will, in turn, notify these students that they are ineligible to participate in extracurricular activities. After two (2) weeks, ineligible students may attempt to become eligible. On the first day after the two (2) weeks, the student is responsible for getting a petition form from the office to have all of his/her teachers sign. Teachers will indicate whether the student's status in the course is satisfactory or not. The student must turn in the completed form to the principal at the end of the first day after the two (2) weeks to become eligible. Two (2) or more unsatisfactory responses will result in the student remaining ineligible for three (3) more weeks.

Upon recommendation of the teachers, the principal will decide whether or not a student should remain in a school activity. Each case will be considered individually.

In order to be eligible for an extracurricular activity (e.g., see below), a student must have attended school for the entire day. A student who signs in or signs out and misses more than 50% of a class period

is ineligible for participation, unless administrative approval is granted. This includes absence from class, when in the nurse's office, even if it is for one class.

A student who is absent for an appointment which must be scheduled during the school day (e.g., dental or medical appointment) may participate if the student receives permission from the Principal or Assistant Principal. In such cases, the student must provide documentation from the medical office detailing the date, time and duration of the appointment.

Students who were ineligible in the fourth marking period of a school year and desire eligibility for the new school year must complete a petition form on the tenth (10th) school day of the new school year. This date will be announced by the Principal each year. Such students are permitted to participate fully from the beginning of tryouts until the date of petition.

Middle School Procedure

This policy includes all students in grades 6-8.

Any person failing two (2) or more subjects is declared ineligible to participate in athletic and extracurricular activities. A grade of incomplete (INC) is to be counted as a failing grade for the purpose of determining eligibility. Ineligible students may obtain a form, in the Main Office, on **Monday mornings**. This will enable them to participate with weekly teacher approval in extracurricular activities. This “Temporary Return to Eligibility” form must be returned each week to the Middle School Office by the **end of the 9th period on Monday**.

Ineligible students will not be permitted to participate in the activity (contest or competitions, clubs, performance and meetings) without faculty approval. They are limited to practice and/or rehearsal participation. Also, students who are ineligible are placed on ineligibility probation for a five week period. The eligibility policy will apply to sixth grade students at the close of the second marking period. In September, the faculty is reminded of those students who were ineligible in June. The ineligible students may participate in extracurricular activities for the first

full week of school (this enables the ineligible students to participate in fall sports practice, etc. until his/her new teachers have a basis from which to determine whether he/she should be returned to eligibility status). Students that successfully complete summer school will be removed from the list. If the student passes the course for the year, he/she will not be placed on the ineligible list in June.

Any student who is a member of a varsity or junior varsity team is governed by the High School Eligibility Policy and Procedure.

Physical Education Requirements for Athletes

All athletes are required to participate in the full physical education program throughout the year. Student athletes must participate in physical education in order to practice or play in their game that afternoon. Music lessons, field trips or excused absences of a doctor’s appointment, college visitation, or a funeral are acceptable reasons for missing class. Such excuses must be approved in writing by the Principal or designee.

TRAINING RULES

To be able to participate in athletics, a student must have a sport physical once a year done by our school physicians. Each season the parent must fill out an interval health history form.

I) Training Rules

If a student who is a current member of any athletic team (from the first day of practice to the last day of the season) is found to have been using or in possession of any quantity of tobacco, alcoholic beverages and/or any illegal substances such as drugs, the following sanctions will be enforced (it should be noted that if the student attends an event where underage drinking or drug use is occurring, the student must leave the event immediately or will be considered in violation of the training rules):

II) Reporting Violations

- Violations of training rules must be reported by a school official or law enforcement official. A School official includes a member of the district teaching and administrative staff or in season district coaching staff.
- Suspensions commence immediately upon the Athletic Director's notification to parents and athletes.

Appeal:

Parents may request an appeal of the suspension to the Athletic Director within five days of the suspension.

III) Consequences

First Offense

- Suspension equivalent to 25% of games to exclude scrimmages (25% equivalency may equate to a carryover suspension to the athlete's next season of participation).
- May practice – no uniform.
- Erie County Council of Alcohol & Substance Abuse to be reinstated. Verification of attendance needs to be submitted to the Athletic Director prior to reinstatement.

Second Offense

- Suspension to include the current season and full calendar year to include the next 3 sport seasons.
- In order to play a sport again, the Athletic Director, substance abuse counselor and coach will review compliance.
- Suspended athletes will be excluded from all team activities including practice.
- The student enrolls in a counseling program to be eligible for reinstatement at the conclusion of suspension.
- A substance abuse counselor signs a letter certifying that the student has made a good-faith effort to make better lifestyle decisions, and is tested negatively for drug/alcohol consumption. **The substance abuse counselor is the only one who is qualified to sign this release.**

Third Offense

- The student athlete will be declared permanently ineligible to participate in interscholastic athletics in the Akron Central School District.

Investigative Process

- Violations of training rules must be reported by a school official or law enforcement official. A School official includes a member of the district teaching and administrative staff or in season district coaching staff. An investigation shall begin immediately to determine the accuracy of such allegation.

The following procedures will occur:

- The Athletic Director/Asst. Principal/Principal will interview the athlete as to the reason for suspected violations.
- There will be parental notification if the interview does not succeed in obtaining the confirmation or exoneration of the suspected violation.
- The Athletic Director/Asst. Principal/Principal will investigate through interviews with those who may be aware of violations first-hand, those who may have limited knowledge of the violations, or those who may be involved with such violations.
- If the evidence of a suspected violation is strong enough, the athlete may be asked to submit to an evaluation by a counseling unit such as GCASA.
- The training rules will be strictly enforced.

Cooperation During Investigation

It is important for students to understand that participation in athletics is a privilege. With the responsibility of being an athlete comes a commitment. If a student comes under investigation for possible violations of the training rules, it is expected that:

- The student shall be truthful.
- The student is forthcoming with information.
- The student will not be deceptive or untruthful.
- The student will be cooperative.

During the investigation, the Athletic Director/Asst. Principal/Principal has it in his/her power to impose a greater level of consequence if it is determined that the student lied, had been deceptive or untruthful prior to the determination of guilt and/or consequences.

Primary Prevention

Preventing or delaying alcohol and other substance use/abuse by students shall be the major focus of a comprehensive K-12 program in which proactive measures of prevention and early intervention are emphasized. This program shall include:

- A. A sequential K-12 curriculum that will be developed and incorporated into the total educational process. This curriculum shall be concerned with education and prevention in all areas of alcohol and other substances uses/abuse.
- B. Training school personnel and parents/legal guardians to reinforce the components of the policy through in-service and community education programs with up-to-date factual information and materials.
- C. An effort to provide positive alternatives to alcohol and other substances us/abuse through the promotion of drug/alcohol-free special events, service projects and extracurricular activities that will develop a positive peer influence.

Intervention

School-based intervention services shall be made available to all students, grades K-12, and be provided by prevention professionals who are appropriately trained in this area. The purpose of intervention is to eliminate any existing use/abuse of alcohol and other substances and to identify students considered to be at risk for use/abuse. Intervention programming shall include:

- a. Counseling of students in groups and as individuals on alcohol and other substance use/abuse. Counselors shall be appropriately trained and skilled school staff assigned for this purpose.
- b. Referring students to community or other outside agencies when their use/abuse of alcohol and other substances requires additional counseling or treatment. Referral is a key link in school and community efforts and the process is basic to the dissemination of information regarding available counseling and health services.
- c. Providing a supportive school environment designed to continue the recovery process for a student returning from treatment. A re-entry program may include continuing student and/or family counseling and emphasizing positive alternatives to alcohol and other substance use/abuse.
- d. Developing a parent network to serve as a support group and provide a vehicle of communication for parent education.
- e. Ensuring confidentiality as required by state and federal law.

Disciplinary Measures

Disciplinary measures for students consuming, sharing, selling and/or buying, using and/or possessing alcoholic beverages, illegal drugs, counterfeit and designer drugs, or paraphernalia for the use of such drugs, or attempting to do so, shall be outlined in the District's policy on Student Rights and Responsibilities.

Self-Referral for Addiction

If a student-athlete has a chemical abuse problem, and genuinely wants help in overcoming this problem, she/he may at any time make a self-referral for violating the chemical health standards. This self-referral must be made prior to any investigation, and must be made to the Athletic Director. If, at the discretion of the Principal, the student genuinely wants help, and is not merely trying to avoid punishment for being in a situation that will likely be reported to the school, the student will be enrolled in a counseling program, and will be monitored by school officials and not necessarily punished as a first offense. If at any time during or after this process, it becomes known to school officials that the athlete continued to violate chemical health standards, it will then be considered a second offense by the athlete for consequences.

Notes

- A coach may impose a greater team consequence than those listed in the training rules.
- No program may decrease the penalties as imposed by this policy.
- An athlete may be removed from any team for conduct unbecoming of a student/athlete as determined by the administration and or coach.

ATHLETIC COUNCIL

1. Membership

- a. Membership shall be chosen from the coaching staff. Coaches must have at least one year of coaching experience.
- b. Selection will take place in June by a vote process. Each June two people will be voted onto the Council. This will be voted on by the other coaches.
- c. Membership on the Council is a two year term. (Two members one year, three members the second year).
- d. The Council will consist of the Athletic Director and 5 elected member.

2. Functions of the Council

- a. The Council will meet in the spring to discuss athletic awards.
- b. The Council will act as a governing body to hear an appeal from the party that is being disciplined.
- c. The majority vote of the Council is necessary in all votes.
- d. The Council will meet to discuss handbook revisions or other challenging topics in athletics.

Acknowledgement

NO STUDENT ATHLETE WILL BE ALLOWED TO PARTICIPATE IN A SPORT WITHOUT A SIGNED ACKNOWLEDGEMENT AGREEING TO ABIDE BY THESE TRAINING RULES!

BUS TRANSPORTATION

All school rules will be enforced on buses. Team members are expected to travel with their team to games. Athletes are allowed to travel home with parents, if written approval is given to the coach at the game site, and the parent is present. The coach cannot grant permission for a student to ride with anyone other than the parent. Any other arrangements must be made with the Athletic Director/Principal prior to the event.

NYSPHSAA RULES

- An athlete must be a student of the Akron School District and must be taking at least four subjects and physical education. A student attending an alternative education program may represent only the home school. Students who have completed graduation requirements are not eligible.
- A student must have enrolled during the first fifteen school days of a semester and must have been in regular attendance 90% of the school time. See the Athletic Director for transfer rules.
- The student shall be eligible for interscholastic competition until his/her 19th birthday. If a student reaches age 19 on or after July 1, the student may continue to participate in all sports for that year as long as they have not exceeded their four years (eight semesters) of eligibility.
- A pupil shall be eligible for senior high competition in each sport during four consecutive seasons of each sport after entry into ninth grade. The Superintendent can make an appeal for an extension of athletic eligibility if it can be shown that a student's failure to enter one or more seasons of a sport was caused by illness, accident or other circumstances beyond the control of the student.

PRIVATE PHYSICIAN CARE

Any athlete under treatment by a private physician must have written permission from his/her physician before the athlete can return to active participation.

RISKS

The athletic program is conducted, first and foremost, with the safety of its participants in mind. Student-athletes and parents must be aware that certain risks of injury are inherent in athletic participation. Although not probable, accidents such as brain injuries, paralysis or even death may occur.

HEALTH EXAMINATION

Student athletes must receive medical clearance from the school nurse before they may practice or try-out for a team.

- Physical exams must be on file and are considered current for 12 continuous months. Student athletes are required to obtain a completely new physical if the previous physical date expires before or during the upcoming sport season.

- All student athletes and their parents must complete the Health History Form and sign the parent permission form. This is utilized for emergency information prior to each sport season. The school nurse will review the information to ensure safe participation.
- Beginning the 2011-12 school year, student/athletes must get a sports physical from the private medical professional (doctor, nurse practitioner, physician's assistant).

INSURANCE

Unfortunately, injuries sometimes occur. Any time a student is injured in school or at school activities, an accident form must be filled out and filed with the school Nurse and school Trainer. Medical bills are then handled as a parent would with any injury outside of school: through your own private health insurance carrier. **After** parental insurance has been used as the primary medical coverage, remaining expenses should be documented with receipts and submitted to the Board Office. These remaining bills are then submitted under the school's Pupil Benefits Plan and MAY or MAY NOT be fully covered by that insurance carrier.

FAMILY VACATION

When parents and students choose to take their family vacations during any sport season, it must be understood that the time missed by the athlete can affect team chemistry and personal conditioning. Athletes who miss practices or competition for any reason may have their position or playing time adjusted.

CONCERNS/PROBLEMS

Any student-athlete or parent who has a concern or problem with any aspect of their athletic experience is encouraged to communicate with the individual coach. However, please do not approach a coach when everybody's emotions are "running High" – i.e. right before or right after a contest. Do not call the coach at home, but contact him/her at school and leave a message with the best time to reach you. Please do not let a problem that is of concern go on for a long period of time before addressing it. Most times a conversation with the coach will help to clear up the problem quickly. If after your conversation with the coach you wish to discuss it further, please call the Athletic Director to make an appointment to discuss the matter with the coach and Athletic Director.

AWARDS/LETTERS

Athletic Award System

Athletes will receive awards immediately following their sport season. All athletes will receive a recognition certificate. Other awards are listed the following cycle;

- 1) Tiger "A" – upon completion of a modified sport.
- 2) 5" "A" – upon completion of a junior varsity sport.
- 3) Numerals – upon completion of a junior varsity sport.
- 4) 8" "A" – upon completion of a varsity sport.
- 5) Inserts – after completing two varsity seasons in the same sport.
- 6) Gold bars – after completing four seasons in the same sport.
- 7) Honor Award (Plaque) – after completing four seasons in two different sports. This is awarded at the end of the senior year during the awards assembly.
- 8) Stars – team captains.
- 9) MVP patch and plaque– for team MVP.

Award Regulations

- 1) Members of teams winning a championship shall receive a chenille patch stating the sport and year.
- 2) Any student-athlete that is removed from the squad due to unsportsmanlike conduct or misconduct, or quits the team will lose credit for participation.
- 3) The Block A is to be used by the athletic department only.
- 4) Players transferring from another school will receive retroactive credit upon receipt of proof from their former school.
- 5) An athlete may earn credit in only three sports in a single school year.
- 6) Awards
 - a. MVP – Most Valuable Player – will be voted on by teammates and coaches in each sport.
 - b. Sportsmanship – Given annually to a senior girl and boy who best display the ideals of sportsmanship. (Two sport minimum) The plaque is presented at the sports assembly.
 - c. Outstanding senior athlete – Given annually to a senior boy and girl who across four years have demonstrated excellence in their respective sports. (Two-sport minimum). This plaque is given at the athletic assembly
 - d. Jim Downey Award – Given annually to a senior boy and girl who have played two or more sports for four years and who displays the characteristics of Jim Downey. The students will have their names placed on the Jim Downey Plaque by the gymnasium.
 - e. Scholar-Athlete award – Given annually to the senior boy and girl for having demonstrated excellence in the classroom as well as on the playing field.
 - f. Senior Athlete Award – Given annually to all seniors who have played two or more sports.
 - g. Miscellaneous awards-Coaches may give other awards at their end of season banquet, i.e. hustle award, most improved, captain award.

The award system may be altered within the athletic department and with administrative approval.

Varsity Credit Requirements

Players participating on a varsity team throughout the season (when there is also a JV team) will receive a varsity award. If the sport does not have a JV team, then freshmen and sophomores who do not participate in the majority of games, meets or matches will receive JV credit.

School/Athletic Records

- 1) New records must be achieved in a scheduled event or contest.
- 2) Generally, records are set with a winning effort.
- 3) Non-winning performances may be accepted in sectional competition.
- 4) In events where time is involved, there must be two or more coaches or adults with timers clocking the individual or a timing system being used.
- 5) All records should be submitted to the Athletic Director on the post-season information form.

SCHOOL INFORMATION

Nickname:	Tigers	Enrollment:	Grades 9-12
Colors:	Orange & Black	League:	Niagara-Orleans

PHONE NUMBERS

High School Main Office:	542-5030	Middle School Main Office:	542-5040
High/Middle School Nurse:	542-5036	Transportation:	542-5026
Athletic Director:	542-5088		

ACKNOWLEDGEMENT

An acknowledgement, signed by the athlete, parent(s)/guardian(s) & coach, where the athlete, parent(s)/guardian(s) & coach agree to uphold the principles of this athletic code must be returned to the coach each and every season in order to participate in the Akron Athletic Program.

AKRON TIGER SPORTS

FALL

Boys

Cross Country
Football
Golf
Soccer

Girls

Cross Country
Field Hockey
Soccer
Volleyball

WINTER

Boys

Basketball
Swimming
Wrestling

Girls

Basketball
Swimming

SPRING

Boys

Baseball
Tennis
Track
Lacrosse

Girls

Softball
Tennis
Track