

# INDIAN RIVER CENTRAL SCHOOL PHYSICAL EDUCATION PLAN



Adopted by the Board of Education  
Date 03/021/2013

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# NATIONAL AND STATE STANDARDS

## Mission: Physical Education

“Physical Education is based upon the acquisition of knowledge and skills that are the foundation for engaging in physical activity. However, the mere acquisition of knowledge and skills is not enough. The mission of Physical Education is to enable all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life.”

“Physical Education is a sequential educational program. It is based on physical activities undertaken in an active, caring, supportive and non-threatening atmosphere in which every student is challenged and successful. Students with disabilities are provided with a learning environment that is modified, when necessary, to allow for maximum participation.”

## National Standards for Physical Education

Physical activity is critical to the development and maintenance of good health. The goal of Physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful activity.

As the result of a quality K-12 Physical Education experience, the National Standards for Physical Education state that students will:

- ◆ Demonstrate competency in many movement forms and proficiency in a few movement forms.
- ◆ Apply movement concepts and principles to the learning and development of motor skills.
- ◆ Exhibit a physically active lifestyle.
- ◆ Achieve and maintain a health-enhancing level of physical fitness.
- ◆ Demonstrate understanding and respect for differences among people in physical activity setting.
- ◆ Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

## New York State Standards for Physical Education

**STANDARD 1: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.**

### **ELEMENTARY LEVEL:**

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

**INTERMEDIATE LEVEL:**

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

**COMMENCEMENT LEVEL:**

- Demonstrate proficiency in selected complex physical activities (games, sports, exercise) that provide conditioning for each fitness area.
- Establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities.
- Make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction of health-care costs.
- Use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities.
- Know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness), establish a personal profile with fitness/wellness goals, and engage in appropriate activities to improve or sustain their fitness.
- Demonstrate competence in leading and participating in group activities.

**STANDARD 2: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.****ELEMENTARY LEVEL:**

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

**INTERMEDIATE LEVEL:**

- Understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions.
- Develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others.
- Work constructively with others to accomplish a goal in a group activity, demonstrate.

**COMMENCEMENT LEVEL:**

- Know the potential safety hazards associated with a wide variety of games and activities and are able to prevent and respond to accidents.

- Demonstrate responsible personal and social behavior while engaged in physical activities.
- Accept physical activity as an important part of life. Self-renewal, productivity as a worker, energy for family activities, fitness, weight control, stress management, and reductions in health-care costs are understood as benefits of physical activity.
- Create a positive climate for group activities by assuming a variety of roles
- Understand the physical, socially and emotional benefits of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities.

**STANDARD 3: Students will understand and be able to manage their personal and community resources.**

**ELEMENTARY:**

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

**INTERMEDIATE:**

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

**COMMENCEMENT LEVEL:**

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

**Common Core State Standards**

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.

The standards are formed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live.

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.

# GOALS AND OBJECTIVES

## **Research shows that physical activity can positively affect:**

- Blood flow and oxygen to the brain, thereby improving mental clarity.
- The part of the brain responsible for learning and memory.
- Connections between nerves in the brain, thereby improving attention and information-processing skills.

## **Physical activity can also:**

- Builds strong bones and muscles.
- Decrease the likelihood of developing of developing obesity and risk factors for diseases such as type 2 diabetes and heart disease.
- Positively affects classroom behavior and can help youth improve their concentration and memory.

The goals of the Indian River Physical Education Program are to provide an environment: which fosters self-esteem, personal fitness, independent thinking, and positive decision making, encourages each child to become a physically educated person, and inspires each child to become physically active for life.

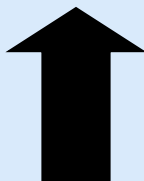
To achieve this goal we will:

- Provide a safe, exciting environment in which to learn;
- Promote physical activity and the attainment of physical fitness, and a desire to maintain physical fitness throughout life;
- Attain competency in the management of the body and useful physical skills;
- Emphasize safety practices;
- Motivate expression and communication;
- Promote individual and group understanding;
- Provide knowledge and appreciation of physical education activities;
- Make each individual aware of the effect of physical activity upon the body;
- Provide opportunities for the exercise of pupil initiative, leadership and responsibility;
- Develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a healthful life;
- Expose children to a wide variety of developmentally appropriate physical activities;
- Provide instruction in physical activities pursuant to attaining competency in many activities and proficiency in some activities;
- Encourage students to participate in interscholastic athletics.

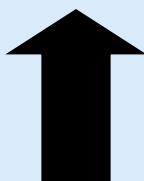
# The Indian River Physical Education Program

**Activity Focus**

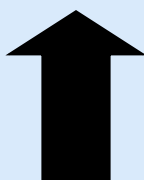
Graduation



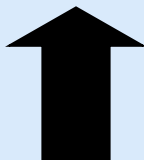
Lifetime of Physical Activity



Basic Sport skill development



Refined Motor Skills



Basic Movement Patterns

## INDIAN RIVER CENTRAL SCHOOLS PHYSICAL EDUCATION CURRICULUM

### Age Appropriate Activities for Grade Level

#### Physical Fitness

- Weight Training
- Aerobic Activities (Tae-bo, Step Aerobics, etc.)
- Sports Training

#### Sport Education

- Team Sports
- Coaching & Officiating
- Sport Management

#### Job Skills

- CPR & First Aid
- Lifeguard Training

#### Recreational Sport

- Individual and Dual Sports
- Rules & Tournaments
- Community Resources

#### Outdoor Activity

- X-C Skiing/Snow shoeing
- Archery
- Camping & Fishing
- Survival

#### Rhythm and Dance

- Line Dance
- Movement Routines
- Body Shaping

### Interscholastic Sports

- |                 |             |              |                 |
|-----------------|-------------|--------------|-----------------|
| • Tennis        | • Bowling   | • Golf       | • Lacrosse      |
| • Track & Field | • X-Country | • Basketball | • Baseball      |
| • Soccer        | • Swimming  | • Volleyball | • Track & Field |
| • Football      |             |              | • Softball      |

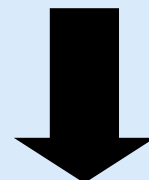
### Games And Lead Ups

- |  |   |   |  |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>• Speedball</li> <li>• Hooper</li> <li>• Sideline Soccer</li> </ul> | <ul style="list-style-type: none"> <li>• Football</li> <li>• Passing Football</li> </ul>    | <ul style="list-style-type: none"> <li>• Captain ball</li> <li>• Speed Away</li> <li>• Sideline Basketball</li> </ul> | <ul style="list-style-type: none"> <li>• Beach Volleyball</li> <li>• Balloon Volleyball</li> </ul> |
| <ul style="list-style-type: none"> <li>• Rhythm &amp; Dance</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Tag Games</li> <li>• Recreational Games</li> </ul> | <ul style="list-style-type: none"> <li>• Track &amp; Field</li> <li>• Lacrosse Lead-up</li> </ul>                     | <ul style="list-style-type: none"> <li>• Batball</li> <li>• Frisbee Baseball</li> </ul>            |

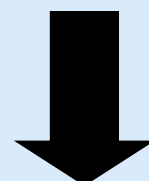
### Spatial Awareness and Movement Education

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Body Awareness</li> <li>• Locomotor Skills</li> </ul>                | <ul style="list-style-type: none"> <li>• Kicking</li> <li>• Striking</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Rhythmic Activities</li> <li>• Basic Dance Steps</li> </ul> |
| <ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Tumbling</li> <li>• Small Apparatus</li> </ul> | <ul style="list-style-type: none"> <li>• Manipulative Skills</li> <li>• Throwing</li> <li>• Catching</li> </ul> | <ul style="list-style-type: none"> <li>• Games</li> <li>• Fitness Activities</li> </ul>              |

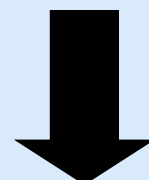
**Grade Level**



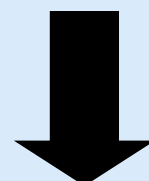
9-12



6-8



4-5



K-3

# CURRICULUM

## 1. Program Profile

Physical Education in the I.R.C.S.D. will be an outcomes based program that addresses the rules, regulations, goals, objectives and/or needs of our students as per the following:

### A. National Level

- NASPE benchmarks
- National Federation of State High School Association
- Reviews of current literature

### B. State Level

- NYS Commissioner's Regulations
- NYS School Law
- NYS Learning Standards
- NYSED Physical Education Syllabus
- NYS Public HS Athletic Association

### C. Regional Level

- BOCES-wide initiatives
- Regional clinics and workshops
- NYS Section Athletic Council

### D. Local Level

- Indian River Central District Goals
- Indian River Central District Goals Athletic Guide
- Local Recreational and Sports Programs

## 2. Attendance Policies

A. All elementary and secondary students are required to participate in physical education. Those students unable to participate in the regular program may receive alternate forms of physical education.

B. All students are required to attend and participate in physical education unless medically excused by a doctor. An injury or condition that takes a student out of class for more than two days requires a note from a medical professional. The school nurse may excuse a student from participation on a day-to-day basis, not to exceed one week of classes. ***These classes must be made up during the ten week marking period.***

***Physical Education is a NYS required course for graduation.***

### C. Indian River High School

- All absences must be made up by completing alternative assignments or attending available make-up by the end of the quarter.
- Alternative assignments or make-ups should be requested by student the next class attended.
- All make-ups will be found on the P.E. web site.
- A grade of zero will be recorded at the end of the quarter for any absences not made up.
- Field trips, music lessons, play practice, jazz rock, structure studies, suspensions all must be made up.

Students who wish to make up individual days of class that have been missed because of legal absences may make up days of activity before, during or after school as individually arranged with their physical education teacher.



Students must sign up with the supervising teacher and will participate in structured activities throughout the school year.

When they have completed make up activities, the supervising teacher will provide them with paperwork that the student must return to their class teacher, indicating that class(es) have been made up.

A student who earns a failing final average in physical education must take additional classes to graduate.

### **3. Grading K-3**

#### **A. Antwerp, Calcium, Evans Mills, Philadelphia, Theresa Primary School**

Students are evaluated in all marking periods in the categories of psychomotor skill, effort, behavior and safety. Narratives are provided.

- Achievement -50%
- Effort-50%

Students are expected to:

- Dress in comfortable clothing and wear sneakers.
- Actively participate in all physical education activities.
- Follow all safety rules for each unit/activity.
- Notify the teacher of any illness or medical condition before class begins.
- Notify the teacher of any accidents or injuries during the activity.
- Present a note from a parent/teacher if they can't participate in class.

#### **B. Indian River Intermediate School**

- Preparation-33%
- Behavior-33%
- Effort-33%

#### **C. Indian River Middle School**

- Preparation/Knowledge (Cognitive)-33%
- Behavior(Affective)-33%
- Effort (Psychomotor)-33%
- The daily grade is based on a 5 point system. 1 Preparation/on time, 2 Meets Class Objectives, 1 Technique/Skill, 1 Safety.

#### **D. Indian River High School**

During a ten week grading period, grades will be determined by averaging daily class participation and the inclusion of other assessments.

- Students will receive a numerical grade at the end of each 10 week marking period
- A PE grade is based on 3/4 daily participation, 1/4 unit assignments (test, project, logs, homework, journal, presentation, etc.)
- The daily grade is based on a 5 point system. 1 Preparation/on time, 2 Meets Class Objectives, 1 Technique/Skill, 1 Safety.
- Extra credit may be given at the discretion of individual teachers.
- Everyone will start with a 4 (average= 80%), need to excel to earn 5 points per class

**\*\*Please refer to GRADING and DIPLOMA REQUIREMENTS for detailed system of grading.**

### **4. Required instruction time**

As per the NYS Commissioner's Regulations, all pupils in grades K-3 shall participate in the physical education program on a daily basis. All pupils in grades 4-6 shall participate in the physical education program not less than three times each week. The minimum time devoted to such programs shall be at least 120 minutes in each calendar week, exclusive of any time that may be required for dressing. As per the NYS Commissioner's Regulations, secondary instructional program grades 7 through 12 shall have the opportunity for regular physical education, but not less than three times per week in one semester and two times per week in the other semester, taught by a certified physical education teacher, and all such pupils shall participate in the physical education program.

### **Primary School, Grades K-3**

Presently K-3 students meet for physical education class every other day in a six day schedule for 40 minute classes. The classroom teachers administer 8 minutes of physical education each day under the guidance of the Physical Education teachers assigned to their building.

### **Intermediate Building Grades 4-5**

Presently, students meet for physical education class every other day in a six day schedule for 40 minute classes. The classroom teachers administer 8 minutes of physical education each day under the guidance of the Physical Education teachers assigned to their building.

### **Middle School Building Grades 6-8**

Currently Grades 6-8 graders are scheduled in coeducational age-appropriate groups, for alternating days of Physical Education with forty minute classes throughout the entire school year.

### **High School Building Grades 9-12**

The secondary instructional program for grades 7 through 12 shall have the opportunity for regular physical education, but not less than three times per week in one semester and two times per week in the other semester. The high school meets these requirements. High school students meet 43 minutes every other day in a 6 day schedule.

## **5. The Curriculum**

### **ELEMENTARY K-3 CURRICULUM**

The K-6th grade Physical Education Curriculum focuses on good sportsmanship, cardiovascular fitness, muscular strength, flexibility, and gross motor development at each grade level. Our primary focus is to develop an appreciation of physical fitness and healthy lifestyles. Our objective is for students to gain basic physical abilities and skills in order to maintain an active lifestyle and pursue a lifetime of physical fitness activities.

**Balance**

**Bowling**

**Character Education**

**Choice Games**

**Dance**

**Eye Hand Coordination**

**Fire Safety**

**Fitness/Health**

**Frisbee**

**Jump Rope**

**“Kidnastics”**

**Outdoor Activities:**

- **“Bird Hunting”**
- **Fishing**
- **Orienteering**
- **Snow Shoeing**

**Parachute Activities**

**Project Adventure**

**Sports Skills/Lead-Up Activities Focusing on General Locomotor Skills Dealing With:**

- ***Baseball/Softball***
- ***Basketball***
- ***Football***
- ***Golf***
- ***Lacrosse***
- ***Racquet Sports***
- ***Soccer***
- ***Softball/T-Ball/Kickball***
- ***Tennis***

- *Track and Field*
- *Volleyball*
- *Swimming*
- *Throwing/Catching/Kicking*

## **GRADES 4-5 CURRICULUM**

### **Intermediate Building 4<sup>th</sup> and 5<sup>th</sup> Grades**

The 4th-5th grade Physical Education Curriculum focuses on good sportsmanship, cardiovascular fitness, muscular strength, flexibility, and “modified” game activities at each grade level. Our primary focus is to develop an appreciation of physical fitness, healthy lifestyles, and gain basic skills to give students confidence to live an active lifestyle.

#### **Sports Skills/Lead-Up Activities:**

##### **Character Education**

##### **Cross Country Skiing**

##### **Fitness/Health**

- **Presidential Fitness Test**

##### **Project Adventure**

#### **Team Sports/Lead-Up Activities:**

- *Baseball/Softball*
- *Basketball*
- *Football*
- *Lacrosse*
- *Racquet Sports*
- *Soccer*
- *Track and Field*
- *Volleyball*

##### **Swimming**

- *Aquatic Fitness*
- *Basic Strokes*
- *Pool Games*

## **GRADES 6-8 CURRICULUM**

The Middle School curriculum focuses on safety, sportsmanship, physical fitness, team work, communication, expanding on the knowledge of basic sports and basic offensive and defensive strategies.

Teachers will choose a variety of activities for their students that will give them a well rounded/diverse Physical Education program.

These activities include but are not restricted to:

#### **Character Education**

##### **Fitness/Health**

- **Hoops for Heart**

##### **Project Adventure**

##### **Orchard Ball**

##### **Outdoor Recreation Games**

- **Badminton**
- **Can Jam**
- **Horseshoes**
- **Ladder**
- **Washers**

#### **Sports Skills/Lead-Up Activities/Individual Sports:**

- *Fitness Stations*

- *Pickle Ball*
- *Pin Dodge*
- *Tae-bo*
- *Tennis*
- *Track and Field*

**Sports Skills/Lead-Up Activities/Team Sports:**

- *Basketball*
- *Football*
- *Orchard Ball*
- *Racquet Sports*
- *Soccer*
- *Softball*
- *Ten Base*
- *Volleyball*

**Swimming**

- *Aquatic Fitness*
- *Basic Strokes*
- *Olympics*
- *Pool Games*

## **SECONDARY CURRICULUM**

The 9-12 Grade Physical Education curriculum emphasizes lifetime activities, personal wellness, communication and teamwork. Skill development will be aimed at proficiency in various activities that will continue to develop throughout adulthood. They will develop competency in leading and participating in group and individual activities while accepting the differences in people and will be knowledgeable of the variety of services and activities available to them in their communities.

Teachers will choose a variety of activities for their students that will give them a well rounded/diverse Physical Education experience. The curriculum will be divided into 3 main sections:

- 1) Lifetime & Leisure Activities
- 2) Fitness
- 3) Team Sports

\*Advanced PE- (Juniors and Seniors only)

**These activities include but are not restricted to:**

**Aerobics**

**Orienteering/Outdoor Education**

**Archery**

**Outdoor Recreation Games (Frisbee Games, Bocce, Etc)**

**Badminton**

**Basketball**

**Cardio Training Polymeric**

**Circuit Training Project Adventure**

**Cooperative Games**

**Racquet Sports**

**Fitness**

**Fitness Walk/Jog**

**Soccer**

**Flag Football**

**Softball**

**Floor Hockey**

**Team Handball**

**Golf**

**Tennis**

**Interval Training**

**Volleyball**  
**Lacrosse**  
**Wight Training**

**Student Conduct Expectations:**

Students are expected to:

- Dress in shorts, sweatpants, sweatshirt, warm-up suit or T-shirt for activities. These clothes worn during activity must be different from what the student wore for school.
- Wear tennis shoes or sneakers.
- Students are to actively participate to the best of their abilities in physical education on a regularly scheduled basis.
- Display appropriate behaviors during physical education activities.
- Present parental or nurse excuse notes when participation may be limited because of injury or illness. (These classes must be made up.)
- Present a medical excuse for limitations of activity longer than five days. These medical certificates of limitations must indicate the area of the program in which pupils may participate.
- Notify teachers of any limitations previous to class activities.
- Notify teachers of any accidents or injuries incurred during activity as soon as possible.

**Attendance and Missing Classes:**

Students who wish to make up individual days of class that have been missed because of legal absences may make up days of activity during or after school. Students must make up missed class days during the last two weeks of the marking period.

**Adaptive Physical Education:**

The Board of Regents recognizes the diversity of students in New York State, including students with disabilities, students with limited English proficiency, gifted students, and educationally disadvantaged students, and has made a strong commitment to integrating the education of all students into the total school program. The standards apply to all students, regardless of their experiential background, capabilities, developmental and learning differences, interests, or ambitions. A classroom typically includes students with a wide range of abilities who may pursue multiple pathways to learn effectively, participate meaningfully, and work toward attaining the curricular standards.

A balanced physical education program is basic to the district's commitment to meet the physical, academic, social, and emotional needs of each student. The Indian River School District affirms the right for every child to participate in physical education, intramural and interscholastic activities.

Students who are temporarily unable to participate in the regular program of Physical Education will remain in their scheduled physical education class. The instructor will provide an alternative, temporary, program within the guidelines established by the physician. Students must comply with the limitations set by the physician's Medical Certificate of Limitations until released for full participation.

Students with special needs conditions who have IEP's and cannot participate fully in regular programs of physical education, either permanently or temporarily, will be provided with an alternative program of instruction, under the direction of a certified physical education instructor. Students will be included in a class setting that best meets their educational needs and physical abilities. This will occur in consultation with the student's special education case manager.

When specified students with special needs conditions who have IEP's and cannot participate fully in regular programs of physical education, either permanently or temporarily, will be provided with an alternative program of instruction, under the direction of a certified physical education instructor or B.O.C.E.S.

**Intramural Program Grades 3-12**

Intramurals will be offered, outside of regular school hours, to students who want to participate in higher level sports programs. These programs will be held outside of the instructional school day. Instructors must fill out an Intramural Request Form and submit it to the Athletic Office for approval.

# **DIPLOMA REQUIREMENTS**

## **Diploma Requirements**

### **Commissioner's Regulations - 100.5 Diploma Requirements**

General requirements for a Regents or local high school diploma:

All students shall have earned the equivalent of two units of credit in physical education in accordance with the requirements set forth in section 135.4(c)(2)(ii) of this Title. Such units of credit shall not count towards the required units of credit set forth in paragraphs (1) or (2) of this subdivision. A student who has completed the diploma requirements as set forth in paragraphs (1) or (2) of this subdivision in fewer than eight semesters, shall not be required to continue enrollment in high school for the sole purpose of completing the physical education requirement as set forth in this paragraph, if the school, upon the request of the student's parent or guardian, wishes to grant such student a high school diploma prior to his or her eighth semester.

- The equivalent of two units of credit for physical education can be awarded 1/4 unit per semester. In order to receive a diploma after completing fewer than eight semesters, students must have met the requirements for each semester of physical education up to graduation.
- The equivalent of a unit of credit in physical education requires mastery of the learning outcomes within the limits of each student's capability as set forth in a state or local syllabus. The time requirement for the equivalent of a unit of credit in physical education is met by a student's physical education schedule of two periods per week in one semester and three periods per week in the other semester each year.

# **ADMINISTRATIVE PROCEDURES**

## **Curriculum Revision**

The K-12 curriculum has been revised and updated as of this document. The revisions will be an ongoing process. There shall be continuous evaluation of the instructional program and assessment of individual pupil needs and progress.

## **Evaluation and Testing**

Physical fitness will be measured through results of data provided by administration of the criteria and instruments provided by the Presidential Fitness Test and various other health and fitness indicators. Assessments for grading will be in the areas of motor skill, cognitive applications, attitude toward fitness and wellness, safety, participation and character.

## **Class Sizes and Grouping**

Class sizing is determined by administrative oversight. Recommend class sizes should be based on best practice and research, and provide maximum effectiveness. Final decisions regarding class size and placement rest with the building principal and district personnel.

## **Use of Non-School Facilities**

Granted on special request process.

## **Reporting**

Periodic reports regarding the status and progress of equivalent programs which have been approved by the commissioner shall be filed with the Division of Physical Education, Fitness, Health, Nutrition and Safety Services as requested. Appropriate cumulative records shall be maintained which cover the essential features of the physical education program for each pupil, and when a pupil transfers to another school, such records -shall be transferred with the student's transcript.

# **PERSONNEL**

## **Regulation:**

Each school district operating a high school shall employ a director of physical education who shall have certification in physical education and administrative and supervisory service. Such director shall provide leadership and supervision for the class instruction, intramural activities, and interschool athletic competition in the total physical education program. Where there are extenuating circumstances, a member of the physical education staff may be designated for such responsibilities, upon approval of the commissioner. School districts may share the services of a director of physical education. In order to satisfy this requirement our current Athletic Director is enrolled in an administrative program.

## **Antwerp Primary School**

One physical education teacher.

## **Calcium Primary School**

Two full time physical education teachers.

One part time physical education teacher shared with Intermediate Building and Evans Mills Primary.

## **Evans Mills Primary School**

One full time physical education teacher.

One part time physical education teacher, time shared with Calcium Primary.

One health/Phys. Ed. teacher.

## **Philadelphia Primary School**

One physical education teacher, time shared with I.R.I.S. Primary.

## **Theresa Primary School**

One full time physical education teacher.

## **Intermediate School**

Two full time physical education teachers.

One part time physical education teacher shared with Philadelphia Primary.

## **Middle School Campus**

Four full time physical education teachers.

## **High School Campus**

Four full time physical education teachers.

# Indian River Building Schedules

## ANTWERP PHYSICAL EDUCATION

Moffett	A	B	C	D	E	F
8:45-9:05	<b>MORNING DUTIES</b>					
9:05-9:45	<b>Class</b>	<b>AIS Support</b>	<b>Class</b>	<b>AIS Support</b>	<b>Class</b>	<b>AIS Support</b>
9:50-10:30	<b>Class</b>	<b>Class</b>	<b>Class</b>	<b>Class</b>	<b>Class</b>	<b>Class</b>
10:35-11:15	<b>Class</b>	<b>Class</b>	<b>Class</b>	<b>Class</b>	<b>Class</b>	<b>Class</b>
11:20-12:00	<b>Class</b>	<b>Class</b>	<b>Class</b>	<b>Class</b>	<b>Class</b>	<b>Class</b>
12:00-12:30	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
12:40-1:20	<b>Class</b>	<b>Class</b>	<b>Class</b>	<b>Class</b>	<b>Class</b>	<b>Class</b>
1:25-2:05	<b>Class</b>	<b>Class</b>	<b>Class</b>	<b>Class</b>	<b>Class</b>	<b>Class</b>
2:10-2:50	<b>Plan</b>	<b>Plan</b>	<b>Plan</b>	<b>Plan</b>	<b>Plan</b>	<b>Plan</b>
2:55-3:35	<b>Plan</b>	<b>AIS Support</b>	<b>Plan</b>	<b>AIS Support</b>	<b>Plan</b>	<b>AIS Support</b>
3:35 – 3:45 End Student Day						



# CALCIUM

	Davis		Pawling		Shue	
PERIOD	ACE	BDF	ACE	BDF	ACE	BDF
8:45-9:00	Morning Duties		Morning Duties		Morning Duties	
<b>1</b> 9:05-9:45	2G-BRANCHE	2A-PEARSALL	2F-MCALLISTER	CLASS ASSIST	Evans Mills	1ST GRADE
<b>2</b> 9:50-10:30	3A-MALONEY	1C-SIMPSON	1F-ROLFZEN	KH-MORROW	Evans Mills	1D-PRIMICIAS
<b>3</b> 10:35-11:15	3B-MARSHALL	CLASS ASSIST	2D-BIBBINS	1B-BARLOW	Evans Mills	CLASS ASSIST
<b>4</b> 11:20-12:00	KB-WELLS	KA-SPOSATO	3C-MAINVILLE	CLASS ASSIST	Evans Mills	KD-NASH
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
<b>5</b> 12:30-1:10	KC-FOWLER	CLASS ASSIST	3E-GLEASON	KF-MEGAN	Evans Mills	KE-ASKINS
<b>6</b> 1:15-1:55	KI-ROBERTS	2C-DEVINE	3F-PACELLA	2E-PERCY	Evans Mills	KG-HESSE
<b>7</b> 2:00-2:40	1G-ZIMMER	1A-O'DRISCOLL	2B-WEBB	1E-MORRIS	Evans Mills	Planning
<b>8</b> 2:45-3:25	Planning		Planning		Planning	
3:30-3:45	(Dismissal)		(Dismissal)		(Dismissal)	

# EVANS MILLS

	Percy		Shue		Pascal	
PERIOD	ACE	BDF	ACE	BDF	ACE	BDF
<b>1</b> 8:45-9:05	Morning Duty		Planning	Calcium Primary	Morning Duty	
<b>2</b> 9:05-9:45	2A	2D	2B	Calcium Primary	2C	Health
<b>3</b> 9:50-10:30	1A	1C	1B	Calcium Primary	Felicia (5)	Planning
<b>4</b> 10:35-11:15	KD	KF	KE	Calcium Primary	Planning	Health
<b>5</b> 11:20-12:00	3A	3D	3B	Calcium Primary	3C	Health
<b>6</b> 12:00-12:30	Lunch		Lunch	Calcium Primary	Lunch	
<b>7</b> 12:35-1:15	1D	Planning	Planning	Calcium Primary	1E	Health
<b>8</b> 1:20-2:00	KA	KC	KB	Calcium Primary	Health	Health
<b>9</b> 2:05-2:45	Planning	Planning	Plan/Coaching	Calcium Primary	Planning	Planning
<b>10</b> 2:45-3:45	P.M. Duty	P.M. Duty	Plan/Coaching	Calcium Primary	P.M. Duty	P.M. Duty

# PHILADELPHIA

	A	B	C	D	E	F
8:40-9:00	Bus Duty Outside					
ROWLEY 9:05-9:45	3m	IRIS Call 5	3m	IRIS Call 5	3m	IRIS Call 5
ROWLEY 9:50-10:30	2g	IRIS Hebert 4	2g	IRIS Hebert 4	2G	IRIS Hebert 4
		Travel 10:35-10:45		Travel 10:35-10:45		Travel 10:35-10:45
ROWLEY 10:35-11:15	1A	Plan/Pre-K 10:45-11:15	1A	Plan/Pre-K 10:45-11:15	1A	Plan/Pre-K 10:45-11:15
ROWLEY 11:15-11:40	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
11:40-12:25	Recess	Recess	Recess	Recess	Recess	Recess
ROWLEY 12:30-1:10	1R	Plan/Pre-K 12:50-1:10	1R	Plan/Pre-K 12:50-1:10	1R	Plan/Pre-K 12:50-1:10
ROWLEY 1:15-2:00	KG	KG	Kh	Kh	Kg	KH
ROWLEY 2:00-2:40	Planning	2S	2S	Planning	2S	Planning
	Planning 2:40-2:50	Planning 2:40-2:50	Planning 2:40-2:50	Planning 2:40-2:50	Planning 2:40-2:50	Planning 2:40-2:50
2:55-3:25	Recess 3rd	Planning	Planning	Recess 3rd 3:55-3:25	Planning	Recess 3rd 3:55-3:25
	Bus Duty 3:25-3:45	Bus Duty 3:25-3:45	Bus Duty 3:25-3:45	Bus Duty 3:25-3:45	Bus Duty 3:25-3:45	Bus Duty 3:25-3:45
3:45-4:00	Unassigned	Unassigned	Unassigned	Unassigned	Unassigned	Unassigned

# THERESA

<b>NIEWIEROSKI</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
<b>8:45-9:05</b>	AM DUTY	AM DUTY	AM DUTY	AM DUTY	AM DUTY	AM DUTY
<b>9:05-9:45</b>	X	X	X	X	X	X
<b>9:50-10:30</b>	3C	KA	3C	KA	3C	KA
<b>10:35-11:15</b>	2B	1A	2B	1A	2B	1A
<b>11:20-12:00</b>	3A	2A	3A	2A	3A	2A
<b>12:00-12:30</b>	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
<b>12:30-1:10</b>	KC	X	KC	X	KC	X
<b>1:15-1:55</b>	1C	X	1C	X	1C	X
<b>2:00-2:40</b>	1B	2C	1B	2C	1B	2C
<b>2:45-3:25</b>	PLANNING	PLANNING	PLANNING	PLANNING	PLANNING	PLANNING
<b>3:25-3:45</b>	Busy Duty	Busy Duty	Busy Duty	Busy Duty	Busy Duty	Busy Duty

# INTERMEDIATE BUILDING

	Johnson		Fitchette		Rowley	
PERIOD	ACE	BDF	ACE	BDF	ACE	BDF
<b>1</b> 8:45-9:05	Morning Supervision		Morning Supervision		Morning Supervision	
<b>2</b> 9:05-9:45	Planning		Marshall (4)	Kiechle (5)	Philadelphia	Call (5)
<b>3</b> 9:50-10:30	Muntz (5)	Hurteau (4)	Planning		Philadelphia	Hebert (4)
<b>4</b> 10:35-11:15	Trickey (4)	Reddick (5)	Fowler (4)	Sherman (5)	Philadelphia	Class
<b>5</b> 11:20-12:00	Sands (5)	Howard (4)	McAllister (5)	Hagan (4)	Philadelphia	
<b>6</b> 12:00-12:30	Lunch	Lunch	LUNCH		Philadelphia	
<b>7</b> 12:30-1:10	Malone (4)	Fults 5th	Pencek (4)	Phelps (5)	Philadelphia	
<b>8</b> 1:15-1:55	Swenson (5)	Renshaw (4)	Nelson (5)	Donohue (4)	Philadelphia	
<b>9</b> 2:00-2:40	Boucher (5)	Peck (4)	Clark (5)	VanCour (4)	Philadelphia	
<b>10</b> 2:45-4:00	Coaching	Coaching	Planning/Coaching		Philadelphia	

# MIDDLE SCHOOL

	Dickinson/Davis		Larkin		Murtha		Montessor	
PERIOD	ACE	BDF	ACE	BDF	ACE	BDF	ACE	BDF
<b>1</b> 7:29-8:10	7/8	7/8	7/8	7/8	7/8	7/8	7/8	7/8
<b>2</b> 8:13 - 8:54	PREP	PREP	7/8	7/8	PREP	6	6	6
<b>3</b> 8:57 - 9:38	6	6	6	6	7/8	7/8	PREP	PREP
<b>4</b> 9:41 - 10:22	PREP	6	PREP	PREP	PREP	PREP	7/8	7/8
<b>5</b> 10:25-11:06	6	6	7/8	7/8	7/8	7/8	6	6
<b>6</b> 11:09-11:50 11:42 - 12:23	7	Prep	PREP	PREP	6	PREP	8	8
<b>7</b> 12:26-1:07 11:53 - 12:34 12:26 - 1:07 12:26 - 1:07	7/8	7/8	7/8	7/8	7/8	7/8	6	PREP
<b>8</b> 1:10 - 1:51	7/8	6	6	6	7/8	7/8	PREP	6
<b>H.B.</b> 1:54 - 2:19	H.B.	H.B.	H.B.	H.B.	H.B.	H.B.	H.B.	H.B.

# HIGH SCHOOL PHYSICAL EDUCATION SCHEDULE

	Marsell		Armes		Burgess		Callahan	
PERIOD	ACE	BDF	ACE	BDF	ACE	BDF	ACE	BDF
<b>1</b> 7:36-8:19					PREP			
<b>2</b> 8:22 - 9:05								
<b>3</b> 9:08 - 9:51	ADV. P.E.					ADV. P.E.		
<b>4</b> 9:54 - 10:37					PREP		PREP	
<b>5</b> 10:40-11:23			PREP				PREP	
<b>6</b> 11:26-12:09	LUNCH		LUNCH					
<b>7</b> 11:59-12:42					LUNCH		LUNCH	
<b>8</b> 12:45 - 1:28	PREP							
<b>9</b> 1:31 - 2:14	PREP		PREP					

## **FACILITIES**

“Trustees and boards of education shall provide adequate indoor and outdoor facilities for the physical education program at all grade levels. Appropriate guidelines to schools with respect to facilities will be provided by the Division of Physical Education, Fitness, Health, Nutrition and Safety Services.”

### **High/Middle School Main Campus**

3 Lighted Fields—Football, Baseball/Softball, & soccer/Lacrosse  
4 Baseball/Softball Fields

### **High School Campus**

1 Regulation Basketball Court - 1,000 seating  
400 meter, 6 Lane Track  
2,500 sq. ft. Cybex Weight Room  
Indoor Running Track  
Athletic Training Room

### **Middle School Campus**

1 Regulation Basketball Court - 2,000 seating  
25 meter - 6 Lane Swimming Pool  
Wrestling Room

### **Intermediate School**

1 Gymnasium with Regulation Basketball Court  
24 Foot Climbing Wall

### **Antwerp Primary School**

1 Gymnasium with Non-regulation Basketball Court

### **Calcium Primary School**

1 Gymnasium with Regulation Basketball Court  
1 Gymnasium with Non-regulation Basketball Court

### **Evans Mills Primary School**

1 Gymnasium with Non-regulation Basketball Court

### **Philadelphia Primary School**

1 Gymnasium with Non-regulation Basketball Court

### **Theresa Primary School**

1 Gymnasium with Non-regulation Basketball Court



# HEALTH EDUCATION

Regulation 135.2 – General Regulations

To provide a program of health education in an environment conducive to healthful living

Regulation 135.3 – Health Education

a. Provision for health education. To provide a satisfactory program in health education in accordance with the needs of the pupils in all grades.

b. Health education in the primary schools. Primary school curriculum shall include a sequential health education program for all pupils, grades K-6. In addition, provision shall be made in the school program of grades 4-6 for planned units of teaching which shall include health instruction through which pupils may become increasingly self-reliant in solving their own health problems and those of the group. Primary schools to provide instruction regarding AIDS.

c. Health education in the secondary schools. Provision to provide health education instruction in the junior high for a separate one-half year course, provision to provide health education in the senior high school for an approved one-half year course. These courses shall be taught by teachers holding a certificate to teach health. The district shall designate a health coordinator in realizing the values of a health program in the schools. All secondary schools shall provide appropriate instruction concerning AIDS as part of the required health education courses in grades 7-8 and in grades 9-12.

## Curriculum

High School

Substance Abuse

Alcohol, Tobacco and Other Drugs

Emotional & Mental Health

Diseases

Infectious diseases

STD's

Lifestyle Diseases

Autoimmune Diseases

HIV/AIDS

Human Sexuality and Family Living

Parenting

Domestic Violence

Teen Dating Abuse

Health 8

All of the above with the following exceptions

Parenting

Autoimmune Diseases

Inclusions

Diet and Nutrition

Environmental Health

## Integration of Health Education and Physical Education

We teach students to:

- Analyze how behavior can impact health maintenance and disease prevention and explain the impact of personal health behaviors on the functioning of body systems
- Evaluate a personal health assessment to determine strategies for health enhancement.
- Analyze the short- term and long-term consequences of healthy and unhealthy behaviors.

We help students to:

- Develop strategies to improve or maintain proper physical fitness.
- Implement a plan for attaining personal health and fitness goals.
- Understand the interrelationship between health education and physical fitness.
- We demonstrate healthy ways to achieve optimum physical fitness.

- **Integration of Health Education and Wellness Policy**
- Analyze the role of individual responsibility for enhancing health.
- Demonstrate the ability to influence and support others in making positive health choices.
- Analyze how public health policies and education regulations influence overall wellness.
- Emphasize the connection between overall wellness and a healthy lifestyle.
- Recognize the community resources available to improve overall wellness.
- Analyze how the family and peers influence the health and wellness of individuals.

## **INTERSCHOLASTIC ATHLETICS**

The Indian River Central School District encourages participation in athletic activity by interested and qualified students. The interscholastic athletic program is a direct outgrowth of the physical education program. We believe that the athletic program functions as a critical part of the total curriculum. Students will participate in a program that reflects the district's philosophy of continual growth and achievement, equal opportunity and the educational commitment to the physical, intellectual and normal development of each student. Through competitive sports we seek to promote character, confidence and self-esteem. The intense social and emotional demands of team play and interscholastic competition provide the areas in education for teaching and demonstrating fundamental values such as commitment, loyalty, hard work, accountability, self discipline and moral integrity. We also provide encouragement to continue with athletics as a life long goal of physical fitness and well being.

The District provides 60 team athletic opportunities for both girls and boys at the Varsity, Junior Varsity, and Modified levels. This includes 24 Varsity Athletic Teams, 11 J.V. Teams, 25 Modified Teams. Additionally, we employ approximately 75 Coaches, an Athletic Trainer, and we are able to provide up-to-date athletic information through our District Web Page. Currently, Indian River offers Interscholastic teams in: ***Football, Soccer, Basketball, Lacrosse, Swimming, Cheerleading, Softball, Golf, Wrestling, Indoor Track, Volleyball, Baseball, Bowling, Track & Field, Cross Country, and Tennis.***

All Indian River Coaches **MUST** meet the following criteria:

**I. PROCESS OF BECOMING A COACH** (Some requirements may not apply to all applicants; see info below)

- **Apply for the Coaching Position**
- **Fingerprinting**
- **Complete an approved *CPR/AED* Course**
- **Complete an approved *First Aid* Course**
- **Complete Concussion Education Course approved to meet the requirement for COACHES and PHYSICAL EDUCATION TEACHERS CDC HEADS UP, CONCUSSION in YOUTH SPORTS. [http://www.cdc.gov/concussion/HeadsUp/online\\_training.html](http://www.cdc.gov/concussion/HeadsUp/online_training.html)**
- **Complete an approved *Child Abuse Recognition* workshop**
- **Complete an approved *Violence Prevention Recognition and Training* workshop**
- **Temporary Coaching License**
- **Proof of Teaching Certificate**
- **Approval from Board of Education**
- **Begin Classes**

**Volunteer Coaching - Does not exist in New York State... (Refer to page 43 of NYSPHSAA Handbook).**  
**NYSPHSAA Note: "Volunteer Coaches as a special class of coaches are not recognized by the State Education Department." This means "Volunteer Coaches" must meet all coaching certification requirements.**

## **II. WHO SHALL MEET THE REQUIREMENT (TYPES OF COACHES)**

### **A. CERTIFIED PHYSICAL EDUCATION TEACHER**

A person who holds a valid certificate to teach physical education in New York State may coach any sport in any school with a valid First Aid/AED and CPR Card. Criteria of becoming a coach must be “Board Approved”.

### **B. OTHER CERTIFIED TEACHERS**

A person who holds a valid teaching certificate in an area other than Physical Education may also be employed to coach. He/She must meet the following requirements:

- Complete an approved *CPR/AED* Course
- Complete an approved *First Aid* Course
- Complete Concussion Education Course approved to meet the requirement for COACHES and PHYSICAL EDUCATION TEACHERS CDC HEADS UP, CONCUSSION in YOUTH SPORTS.  
[http://www.cdc.gov/concussion/HeadsUp/online\\_training.html](http://www.cdc.gov/concussion/HeadsUp/online_training.html)
- Complete an approved Philosophy, Principles, and Organization of Athletic Course within two (2) years from the date of employment as a coach.
- Complete a course on Health Sciences Applied to Coaching within three (3) years of employment as a coach.
- Within that same three (3) years, complete a course on Theory and Techniques of Coaching the sport or sports for which he/she is employed. This course is sport specific.

\*An extension of up to (2) additional years to complete the last two (2) courses may be obtained if there is sufficient reason given.

### **C. NON-TEACHER COACHES (Must Complete the Following Requirements)**

A person who does not hold a current New York State Teaching Certificate may be employed as a Temporary Coach only if there are no certified teachers available with experience and qualifications to coach the team. The non-teacher coach must meet all the same course requirements for coaching as does the certified classroom teacher; however, the non-teacher coach must have completed or be enrolled in an approved course in Philosophy, Principles, and Organization of Athletics within one (1) year of their appointment as coach. There is no provision for an extension of time for non-teachers to meet the course requirements. All course requirements must be met within three (3) years.

#### **FIRST AID**

- Course approved by the State Education Department.
- Updated every three (3) years.

#### **CPR/AED**

- Course approved by the State Education Department.
- Updated every two years.

#### **Concussion Education Course**

- HEADS UP, CONCUSSION in YOUTH SPORTS.  
[http://www.cdc.gov/concussion/HeadsUp/online\\_training.html](http://www.cdc.gov/concussion/HeadsUp/online_training.html)

#### **TEMPORARY COACHING LICENSE**

- You must apply for each sport that you coach.
- \$50.00 Fee - Annually
- Include all necessary certification documents when applying.

Temporary Coaching License application is obtained through: <http://www.highered.nysed.gov/tcert/teach/>

Coaches will be required to apply for a Temporary Coaching License *prior* to the start of each season in which they wish to coach. Proof of Coaching License application must be in hand before you may begin to coach.

The Professional Coaching Certificate (See below\*\*) is available to non-teacher coaches who have been coaching the same sport for more than three (3) years. All requirements listed below must be met before obtaining this certificate.

## FINGERPRINTING

All new coaches will be required to be fingerprinted *prior* to assuming coaching duties. Fingerprinting information is available at the Indian River District Office (315) 642-3441.

## COACHING CERTIFICATION COURSES

- Course I - *Philosophy, Principles, and Organization of Athletics*
- Course II - *Health Sciences Applied to Coaching*
- Course III - *Theory and Techniques of Coaching*

## TWO WORKSHOPS

### 1. *Child Abuse Recognition*

Course required to be completed *before* coaching at Indian River.

### 2. *Violence Prevention Recognition and Training*

Course required to be completed *before* coaching at Indian River.

## \*\*Non- Teacher Coach – Professional Coaching Certificate

### Requirements/Conditions:

- Completed an appropriate First Aid Course
- Adult CPR
- Complete the three course requirements established for coaching by the State Education Department (Philosophy, Principles and Organization of Athletics in Education; Health Sciences Applied to Coaching; and the Theory and Techniques of Coaching).
- A minimum of three years coaching experience in a specific sport in a New York State interschool athletic program.
- Coach may apply after the third (3rd) year of coaching same sport.
- \$50.00 Fee when applying.
- Good for thee (3) years.
- Renewal process after 3 years.
- All necessary requirements must be met annually.

PROFESSIONAL COACHING LICENSE application is obtained through:

<http://www.highered.nysed.gov/tcert/teach/>

Questions May Be Directed To:

BOCES, State Route 3, Watertown, New York 13601, Phone (315) 779-7200

## PROGRAM EVALUATION AND REVIEW

1. There shall be continuous evaluation of the instructional program and assessment of individual pupil needs and progress.
2. Appropriate cumulative records shall be maintained which cover the essential features of the physical education program for each pupil, including Pre and Post Assessments each year for Student Learning Objectives.
3. As the needs of children, teachers, and the community change, the plan will also change to meet these needs.
4. This plan is to be reviewed annually, and revised when appropriate.

## RECOMMENDATIONS/RESOLUTIONS

1. As of 2018-19 school year all K-5 classroom teachers are conducting Physical Education Lessons under the guidance of the Phys. Ed. teacher assigned to their building. Lessons will be every day for at least 8 minutes long. This brings Indian River in compliance with K-5 rules and regulations. No other recommendations at this time.

## **EDUCATION LAW, SECTION 803 & 3204**

The Commissioner of Education and the Board of Regents of New York State have long been authorized by the Legislature, through statutory enactments, to promulgate Rules and Regulations in order to implement statutory provisions.

*Education Law, Section 803. Instruction in Physical Education and kindred subjects.*

- 1. All pupils above the age of eight years in all elementary and secondary schools shall receive as part of the prescribed courses of instruction therein such physical education under the direction of the commissioner of education as the regents may determine. Such courses shall be designed to aid in the well-rounded fitness; health and the worthy sue of leisure. Pupils above such age attending the public schools shall be required to attend upon such prescribed courses of instruction.*
- 2. The Board of Education or trustees of every school district regularly employing twenty or more teachers shall employ a teacher or teachers qualified and duty licensed under the regulations of the regents to give such instruction; in every other district of the state, they shall require such instruction to be given by the teacher or teachers regularly employed to give instruction in other subjects or by a teacher or teachers and duly licensed under the regulations of the regents.*
- 3. The Boards of Education or trustees of two or more contiguous districts in the same supervisory district, however, may join in the employment of a teacher qualified and duly licensed under the regulations of the regents to give such instruction; and the salary of such teacher and the expenses incurred on account of such instruction shall be apportioned by the district superintendent among such districts according to the assessed valuation thereof, and as so apportioned shall be a charge upon each of such districts.*
- 4. Similar courses of instruction shall be prescribed and maintained in private schools in the state and all pupils in such schools over eight years of age shall attend upon such courses; and if such courses are not so established an maintained in any private school, attendance upon instruction in such schools shall not be deemed substantially equivalent to instruction given to children of like ages in the public school or schools of the city or district in which the child resides*
- 5. It shall be the duty of the regents to adopt rules determining the subjects to adopt rules determining the subjects to be included in courses, the qualifications of teachers, and the attendance upon such courses of instruction.*
- 6. The physical education hereinbefore provided for, may be given, when practicable, in any armory of the state where such armory is within convenient distance from the school, and at such times and in such manner as not to interfere with the regular military uses of such armory. The commanding officer in charge of any such armory shall, upon application made by any board of education or trustees of the several cities and school districts within the state, permit access to any such armory, for the purposes herein mentioned.*

### **SCHOOL DISTRICT PLANS**

*Regulation: 135.4 Physical Education*

*It shall be the duty of trustees and boards of education to develop and implement school district plans to provide physical education experiences for all pupils as herein after provided. Such plans shall be kept on file in the school district office and available for inspection upon request. All school districts shall comply with the provisions of this section by August 1, 1974. However, the requirement for development of a plan shall become effective September 1, 1975. A school district may conduct an instructional program which differs from, but is equivalent to, the required program of instruction set forth in paragraph (2) of subdivision (c) of this section, with the approval of the commissioner. An application to conduct such equivalent program shall be filed with the Division of Physical Education and Recreation of the Department not later than ten weeks prior to the implementation of such program. Such instructional program may be modified, with the approval of the Commissioner, upon application for such change which shall also be filed not later than ten weeks prior to the implementation of such modification.*

# Regulations Governing Physical Education

## CHAPTER 11 REGULATIONS OF THE COMMISSIONER § 135.1

### SUBCHAPTER G

#### *Health and Physical Education*

#### PART 135 Health, Physical Education and Recreation 135.4 Physical education.

(Statutory authority: Education Law, §§ 207, 305[1], [2], 803, 804-a, 91.1, 3001-b, 3204[3]; L. 1991, ch. 498)

##### **A. School district plans.**

It shall be the duty of trustees and boards of education to develop and implement school district plans to provide physical education experiences for all pupils as provided in this section. Such current plans shall be kept on file in the school district office and shall be filed with the Division of Physical Education, Fitness, Health, Nutrition and Safety Services. All school districts shall comply with the provisions of this section by August 1, 1982. However, the requirement for submission of a plan shall become effective by January 1, 1983. A school district may conduct an instructional physical education program which differs from, but is equivalent to, the required program of instruction set forth in paragraph (2) of subdivision (c) of this section, with the approval of the commissioner. An equivalent program may be implemented only after approval from the Division of Physical Education, Fitness, Health, Nutrition and Safety Services. A request for approval to conduct an equivalent instructional physical education program shall be filed with the Division of Physical Education, Fitness, Health, Nutrition and Safety Services, and shall include the:

- (1) Program goals and objectives;
- (2) Way in which students are to be scheduled and the length of time daily, weekly, monthly or yearly;
- (3) Program activities offered at each grade level or each year of instruction; and
- (4) Assessment activities for determining the students' performance toward the goals and objectives of the program.

##### **B. Nonpublic schools.**

Similar courses of instruction shall be prescribed and maintained in private schools in the State, and all pupils in grades kindergarten through 12 shall attend such courses. If such courses are not established and maintained in any private school, instruction in such school shall not be deemed to be substantially equivalent to instruction given to children of like ages in the public school or schools of the city or district in which the child resides.

##### **C. Program plans.**

School district plans shall include the following:

###### **(1) Curriculum.**

(i) The curriculum shall be designed to:

- (a) Promote physical activity and the attainment of physical fitness, and a desire to maintain physical fitness throughout life;
- (b) Attain competency in the management of the body and useful physical skills;
- (c) Emphasize safety practices;
- (d) Motivate expression and communication;
- (e) Promote individual and group understanding;
- (f) Provide knowledge and appreciation of physical education activities;
- (g) Make each individual aware of the effect of physical activity upon the body;
- (h) Provide opportunities for the exercise of pupil initiative, leadership and responsibility; and
- (i) Reinforce basic learnings of other areas of the total school curriculum.

(ii) There shall be experiences of sufficient variety in each of the following:

- (a) Basic and creative movement;
- (b) Rhythm and dance;
- (c) Games;
- (d) Perceptual -motor skills;
- (e) Individual and team sports;

- (f) Gymnastics;
  - (g) Aquatics, where possible;
  - (h) Lifetime sports activities;
  - (i) Outdoor living skills; and
  - (j) Other appropriate activities which promote the development of boys and girls.
- (iii) There shall be opportunity provided for participation in appropriate extra-class activities.
- (iv) There shall be activities adapted to meet the needs of pupils who are temporarily or permanently unable to participate in the regular program of physical education.

Adaptive physical education programs shall be taught by a certified physical education teacher.

(v) There shall be continuous evaluation of the instructional program and assessment of individual pupil needs and progress. Appropriate cumulative records shall be maintained which cover the essential features of the physical education program for each pupil, and when a pupil transfers to another school, such records shall be transferred with the student's transcript.

## **(2) Required instruction.**

(i) Elementary instructional program-grades K through 6.

(a) All pupils in grades K-3 shall participate in the physical education program on a daily basis. All pupils in grades 4-6 shall participate in the physical education program not less than three times each week. The minimum time devoted to such programs shall be at least 120 minutes in each calendar week, exclusive of any time that may be required for dressing and showering; or

(b) As provided in an equivalent program approved by the Commissioner of Education.

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(ii) Secondary instructional program-grades 7 through 12. All secondary pupils shall have the opportunity for regular physical education, but not less than three times per week in one semester and two times per week in the other semester, taught by a certified physical education teacher, and all such pupils shall participate in the physical education program either:

(a) A minimum of three periods per calendar week during one semester of each school year and two periods during the other semester; or

(b) A comparable time each semester if the school is organized in other patterns; or

(c) For pupils in grades 10 through 12 only, a comparable time each semester in extra class programs for those pupils who have demonstrated acceptable levels of physical fitness, physical skills, and knowledge of physical education activities; or

(d) For pupils in grades 10 through 12 only, a comparable time each semester in out-of-school activities approved by the physical education staff and the school administration; or

(e) As provided in an equivalent program approved by the Commissioner of Education.

## **(3) Attendance.**

(i) All pupils shall attend and participate in the physical education program as approved in the school plan for physical education and as indicated by physicians' examinations and other tests approved by the Commissioner of Education.

Individual medical certificates of limitations must indicate the area of the program in which the pupil may participate.

(ii) School district plans shall indicate through the sequential curriculum the steps to be taken to insure that each pupil meets the requirement for participation in physical education program which complies with the provisions of this section.

School districts may award local diploma credit for the required program, and may also submit plans for elective units in physical education for additional credit.

## **(4) Personnel.**

(i) Elementary classroom teachers may provide instruction under the direction and supervision of a certified physical education teacher.

(ii) When students participate in out-of-school activities as part of alternative programs, such activities may be taught by non-certified personnel, provided they have appropriate experience and are so approved by the board of education.

(iii) Each school district operating a high school shall employ a director of physical education who shall have certification in physical education and administrative and supervisory service. Such director shall provide leadership and supervision for the class instruction, intramural activities, and interschool athletic

competition in the total physical education program. Where there are extenuating circumstances, a member of the physical education staff may be designated for such responsibilities, upon approval of the commissioner. School districts may share the services of a director of physical education.

**(5) Facilities.**

Trustees and boards of education shall provide adequate indoor and outdoor facilities for the physical education program at all grade levels. Appropriate guidelines to schools with respect to facilities will be provided by the Division of Physical Education, Fitness, Health, Nutrition and Safety Services.

**(6) Administrative procedures.**

(i) School district plans for the physical education program shall include information on the following administrative procedures:

(a) Curriculum development in relation to grade levels, as referred to in paragraph

(1) of this subdivision;

(b) Appropriate examinations and tests to be employed by school authorities in determining pupil needs and progress in physical fitness, knowledge and skills;

(c) Class size and grouping patterns which are compatible with the activities being taught;

(d) Use of non-school facilities;

(e) Use of non-certified persons, such as student leaders, practice teachers, etc.;

(f) Use of supplementary personnel which are described in section 80.33 of this

Title;

(g) Summer school physical education programs, if conducted; and

(h) Policies and procedures for the conduct of extra-class programs.

(ii) Periodic reports regarding the status and progress of equivalent programs which have been approved by the commissioner shall be filed with the Division of Physical Education, Fitness, Health, Nutrition and Safety Services as requested.

**(7) Basic code for extra-class athletic activities.** Athletic participation in all schools shall be planned so as to conform to the following:

(i) General provisions. It shall be the duty of trustees and boards of education:

(a) To conduct school extra-class athletic activities in accordance with this Part and such additional rules consistent with this basic code as may be adopted by such boards relating to items not covered specifically in this code. A board may authorize appropriate staff members to consult with representatives of other school systems and make recommendations to the board for the enactment of such rules;

(b) To make the extra-class athletic activities an integral part of the physical education program;

(c) To permit individuals to serve as coaches of interschool athletic teams, other than intramural teams or extramural teams, in accordance with the following:

(1) Certified physical education teachers may coach any sport in any school;

(2) Teachers with coaching qualifications and experience certified only in areas other than physical education may coach any sport in any school, provided they have completed:

(i) The first aid requirement set forth in section 135.5 of this Part; and

(ii) An approved pre-service or in-service education program for coaches or will complete such a program within three years of appointment. Such program shall include an approved course in philosophy, principles and organization of athletics which shall be completed within two years after initial appointment as a coach. Upon application to the Commissioner of Education, setting forth the reasons for which an extension is necessary, the period in which to complete such training may be extended to no more than five years after such appointment. Such approved programs for coaches will consist of one of the following (credits and hours vary depending upon the contact and endurance involved in the sport): a department- approved college program of from two to eight credits; or a department- approved in-service education program, conducted by schools, colleges, professional organizations or other recognized groups or agencies, from 30 to 120 clock hours; or an equivalent experience which is approved by the Commissioner of Education;

(3) Notwithstanding the provisions of section 80.18 of this Title, other persons with coaching qualifications and experience satisfactory to the board of education may be employed as temporary coaches of interschool sport teams, when certified teachers with coaching qualifications and experience are not available, upon the issuance by the commissioner of a temporary coaching license. A temporary coaching license, valid for one year, will be issued under the following conditions:



(i) The superintendent of schools shall submit an application for a temporary coaching license, in which the inability of the district to obtain the services of a certified teacher with coaching qualifications and experience is demonstrated to the satisfaction of the commissioner;

(ii) Candidates for initial temporary licensure shall have completed the first aid requirement set forth in section 135.5 of this

Part prior to the first day of coaching;

(iii) Candidates for the first renewal of a temporary license shall have completed or be enrolled in an approved course in philosophy, principles and organization of athletics; and

(iv) Candidates for any subsequent renewal of a temporary license shall have completed or demonstrate evidence of satisfactory progress towards the completion of an approved pre-service or in-service education program for coaches which shall include an approved course in philosophy, principles and organization of athletics. Such approved programs for coaches shall consist of one of the following (credits and hours vary depending upon the contact and endurance involved in the sport): a department-approved college program of from two to eight credits; or a department approved in-service education program, conducted by schools, colleges, professional organizations or other recognized groups or agencies, from 30 to 120 clock hours; or an equivalent experience which is approved by the Commissioner of Education;

(4) Persons who were employed as coaches in New York State schools on or before September 1, 1974 and who do not meet the requirements set forth in subclause (1), (2) or (3) of this clause, may continue to coach any sport;

(d) To determine the need for an athletic trainer and to permit individuals to serve as athletic trainers for interschool athletic teams, intramural teams or physical education classes only in accordance with the following:

(1) Qualifications. Persons serving as an athletic trainer shall possess a valid certificate from the National Athletic Trainers Association or have completed a course of study comparable to that required for certification by the National Athletic Trainers Association.

(2) Scope of duties and responsibilities. The services provided by an athletic trainer shall include, but not be limited to, the following:

(i) Provide first aid and sport injury emergency services for students;

(ii) Provide school personnel and students with advice and services on physical conditioning programs, training methods, screening procedures, injury prevention and use of safety equipment for sports participation; and

(iii) Supervise the training room, maintain and order first aid supplies, and maintain records on student injuries and illnesses relative to sports participation in cooperation with the school health service office.

(e) To give primary consideration to the well-being of individual boys and girls in the conduct of games and sports;

(f) To sacrifice no individual for the sake of winning events;

(g) To conduct all activities under adequate safety provisions;

(h) To equalize insofar, as possible the powers of opponents individual and group athletic competition;

(i) To provide adequate health examination before participation in strenuous activity and periodically throughout the season as necessary, and to permit no pupil to participate in such activity without the approval of the school medical officer;

(j) To maintain an equitable division of facilities, budget and personnel between boys and girls;

(k) To permit no athletic team to represent a school except in conformance with this Part;

(1) To approve all traveling of individuals or teams under their jurisdiction;

(m) To permit no post-season games or tournaments;

(n) To permit no post-schedule games or tournaments other than those conducted by school authorities in accordance with approved standards;

(o) To permit any individual or team to represent a school only in games, meets or tournaments which are conducted by secondary school authorities;

(p) To provide opportunity for instruction, practice and competition for pupils in grades four through six in extra class programs which shall be basically intramural activities;

(q) To provide opportunity for instruction and practice for pupils in grades 7 through 12 in extra class athletic activities which are intramural activities and approved interschool competition;

(r) To limit athletic activities conducted by the school to appropriate competition and practice between pupils in grades 7 through 12, except that a postgraduate pupil may participate in intramural activities;

(s) To provide the same general degree of opportunity for participation in intramural and interscholastic activities to both males and females.

(ii) Provisions for interschool athletic activities for pupils in grades 7 through 12. It shall be the duty of the trustees and boards of education to conduct interschool athletic competition for grades 7 through 12 in accordance with the following:

(a) Interschool athletic competition for pupils in junior high school grades seven, eight and nine. Such competition shall be conducted in accordance with the following: Seventh and eighth grade teams may participate only with teams of like grade groups, with the following exceptions:

(1) In junior high school, competition may include grades seven through nine.

(2) In six-year high schools, competition may include grades seven through nine.

(3) In four-year high schools, ninth grade pupils may participate in junior high competition.

(4) A board of education may permit pupils in grades no lower than seventh to compete on any senior high school team, or permit senior high school pupils to compete on any teams in grades no lower than seventh, provided the pupils are placed at levels of competition appropriate to their physiological maturity, physical fitness and skills in relationship to other pupils on those teams in accordance with standards established by the commissioner.

(b) Interschool athletic competition for pupils in senior high school grades 9, 10, 11 and 12. Inter-high school athletic competition shall be limited to competition between high school teams, composed of pupils in grades 9 to

12 inclusive, except as otherwise provided in subclause (a)(4) of this subparagraph. Such activities shall be conducted in accordance with the following:

(1) Duration of competition. A pupil shall be eligible for senior high school athletic competition in a sport during each of four consecutive seasons of such sport commencing with the pupil's entry into the ninth grade and prior to graduation, except as otherwise provided in this subclause. If a board of education has adopted a policy, pursuant to subclause (a) (4) of this subparagraph, to permit pupils in the seventh and eighth grades to compete in senior high school athletic competition, such pupils shall be eligible for competition during five consecutive seasons of a sport commencing with the pupil's entry into the eighth grade, or six consecutive seasons of a sport commencing with the pupil's entry into the seventh grade. A pupil enters competition in a given year when the pupil is a member of the team in the sport. Involved, and that team has completed at least one contest. A pupil shall be eligible for interschool competition in grades 9, 10, 11 and 12 until the last day of the school year in which he or she attains the age of 19, except as otherwise provided in subclause (a)(4) of this subparagraph or in this subclause.

The eligibility for competition of a pupil who has not attained the age of 19 years prior to July 1<sup>st</sup> may be extended under the following circumstances:

(i) If sufficient evidence is presented by the chief school officer to the section to show that the pupil's failure to enter competition during one or more seasons of a sport was caused by illness, accident, or similar circumstances beyond the control of the student, such pupil's eligibility shall be extended accordingly in that sport.

(ii) If the chief school officer demonstrates to the satisfaction of the section that the pupil's failure to enter competition during one or more seasons of a sport is caused by such pupil's enrollment in a national or international student exchange program or foreign study program, that as a result of such enrollment the pupil will be required to attend school for one or more additional semesters in order to graduate, and that the pupil did not enter competition in any sport while enrolled in such program, such pupil's eligibility shall be extended accordingly in such sport.

(2) Registration. A pupil shall be eligible for interschool competition in a sport during a semester, provided that he is a bona fide student, enrolled during the first 15 school days of such semester, is registered in the equivalent of three regular courses, is meeting the physical education requirement, and has been in regular attendance 80 percent of the school time, bona fide absence caused by personal illness excepted.

(3) Sports standards. Interschool athletic programs shall be planned so as to provide opportunities for pupils to participate in a sufficient variety of types of sports. Sports standards, such as number of contests, length of seasons, time between contests, required practice days, etc., for all interschool sports

shall conform to guidelines established by the Commissioner of Education.

(c) Male and female pupils on interschool athletic teams.

(1) Equal opportunity to participate in interschool competition, either on separate teams or in mixed competition on the same team, shall be provided to male and female students, except as hereinafter provided. In schools that do not provide separate competition for male and female students in a specific sport, no student shall be excluded from such competition solely by reason of sex, except in accordance with the provisions of subclauses (2) and (4) of this clause. For the purposes of this clause, baseball and softball shall be considered to constitute a single sport.

(2) In the sports of baseball, basketball, boxing, field hockey, football, ice hockey, lacrosse, rugby, soccer, softball, speedball, team handball, power volleyball where the height of the net is set at less than eight feet, and wrestling, the fitness of a given student to participate in mixed competition shall be determined by a review panel consisting of the school physician, a physical education teacher designated by the principal of the school, and if requested by the parents of the pupil, a physician selected by such parents. Such panel shall make its determination by majority vote of the members, and in accordance with standards and criteria issued by the department.

(3) Where a school provides separate competition for male and female pupils in interschool athletic competition in a specific sport, the superintendent of schools, or in the case of a nonpublic school or school system which elects to be governed by this clause, the chief executive officer of the school or school system, may permit a female or females to participate on a team organized for males. However, where separate competition is provided, males may not participate on teams organized for females.

(4) Where a school does not provide separate competition for male and female pupils in interschool athletic competition in a specific sport, the superintendent of schools, or in the case of a nonpublic school or school system which elects to be governed by this clause, the chief executive officer of the school or school system, or the section may decline to permit a male or males to participate on a team organized for females upon a finding that such participation would have a significant adverse effect upon the opportunity of females to participate successfully in interschool competition in that sport.

## **INDIAN RIVER CENTRAL SCHOOL DISTRICT WELLNESS POLICY**

### **Nutritional Education Goals**

One of the most important ways in which the Indian River Central School District can actively help children perform better as students is to provide them with the nutrition, the knowledge and the skills necessary for the healthy growth and development of their minds and bodies. Nutrition education involves both an educational and an implementation process and takes place within the total school environment.

The Board of Education directs the Superintendent and/or his/her designee:

- a) To provide food and nutrition education for all students as part of a Comprehensive School Health Education and Wellness Program.
- b) To emphasize the development of attitudes and the behavioral and decision making skills necessary for students to eat well and to cope with potential obstacles to eating well.
- c) To accomplish this program at the K-6 level through nutrition education consisting of at least one unit that will be taught by the Physical Education teachers.
- d) To continue to provide nutrition education, at the middle and high school levels, in the health education and home and career skills curriculum areas.
- e) To utilize established partnerships with Cornell Cooperative Extension, Samaritan Medical Center (in particular the Child Nutrition Education Program) and other local, regional and state contacts in order to promote the nutrition education goals of the District.
- f) Provide regular staff training, at least annually, to teachers and the Food Service Staff on basic nutrition, nutrition education, combined with skill practice in program-specific activities and instructional techniques and strategies designed to promote healthy eating habits.

## **Physical Activity Goals**

Given that the level of physical activity is a key component of promoting a healthy lifestyle for students, the Board of Education directs the Superintendent and/or his/her designee:

- a) To continue to provide physical education instruction, consistent with Commissioner's Regulations 135.4 for students in grades K-12.
- b) To continue to ensure that all students shall have earned the equivalent of two units of credit in physical education in accordance with the requirements set forth in section 135.4(c)(2)(ii) of Commissioner's Regulations.
- c) To continue to provide that certified Physical Education teachers provide all physical education instruction to District students K-12 and to ensure that the class sizes for Physical Education are comparable to those of other curriculum areas.
- d) To provide for a minimum of 15 minutes of physical activity (i.e. recess), outside of meeting the Physical Education requirement for students in grades K-5.

## **Nutrition Standards for All Foods Available on School Campus during the School Day**

The Board of Education of the Indian River Central School District believes that students can be taught healthy nutrition within their classrooms and healthy nutritional values by examples set within the total school environment. This school environment includes, but is not limited to, structured/regulated food service programs, informal classroom food programs such as snacks and parties, reduce the use of unhealthy food in the classroom as a motivational tool, vending machine food distribution, food available at school sponsored events, and use of foods as fund raisers within the school. While the child food service programs have a fiscal component, they are basically nutrition programs aimed at helping children learn.

The Indian River Central School District desires to provide nutrition integrity in its schools and their activities. Nutrition integrity is a guaranteed level of performance that assures that school sponsored foods:

- meet recommended dietary allowances and dietary guidelines
- meet federal and state standards/regulations, and
- provide for the development of lifelong, healthy eating habits

Therefore, as of July 1, 2006, the Indian River Central School District Board of Education designates that all district efforts and activities with nutritional components provide nutritional conditions which are optimum for student learning, growth and development, and which promote a healthy lifestyle.

The Board of Education directs the Superintendent and/or his/her designee to:

- a) Develop and disseminate key messages emphasizing healthy nutritional values, moderation and balance food choices, and the importance of regular physical activity for health promotion and disease prevention;
- b) Provide a school environment that promotes the opportunity for and reinforcement of healthful eating and physical activity;
- c) Ensure that school meals meet, as a minimum, the applicable requirements for federal and state standards/regulations;
- d) Promote increased participation in school based nutrition programs through:
  - consideration of food flavor and taste;
  - attention to portion size, food presentation and dining environment;
  - limiting the availability within the school of competitive foods with lesser nutritional value by offering alternatives;
  - addressing barriers to students' enrollment in food subsidy programs (free and reduced);
  - continued compliance with Education Law 19, Section 915, prohibiting the sale of certain sweetened foods from the beginning of the school day until the end of the last scheduled meal period;
  - encouraging school groups conduction food-related fund raising to explore other options to raise such funds.

- e) Involve parents in nutrition efforts and activities through home-school communication and solicitation of volunteer expertise, particularly in the area of provision of healthy snacks in schools.
- f) Portion size of foods available shall be consistent with the regulations for school meal program. For other foods available in school guidelines for portion size involves moderation, and appropriate examples of portion sizes should be used (i.e. light bulb, tennis ball size)
- g) Provide alternatives of items for sale at other sponsored events that are healthier;
  - healthy alternatives should be available to students in vending machines, a la carte items, after-school programs, field trips, school events, celebrations, concession stands, meetings...
  - provide nutritional information to parents so that they can provide healthy lunches to their children who bring their lunch to school

### **Goals for Other School-Based Activities Designed to Promote Student Wellness**

Due to the success of various District and school-based initiatives over the years that have been designed to promote student and staff wellness, the Board of Education of the Indian River Central School District believes that schools and the District should continue with such initiatives. At a minimum, there should be one school-based activity in each of the District's schools where the purpose is to promote health and wellness. Also, at a minimum, there should be one district-wide activity, designed to promote student and staff health and wellness.

### **Goals for Measurement and Evaluation**

There will be four meetings of the District Wellness Committee for general oversight during the course of the school year. A building based committee will be established in each of the schools for coordination of wellness efforts at that level to include, but not limited to, classroom teachers, parents, physical education teachers, health teacher (secondary), school nurse, and cafeteria personnel. All schools will complete an annual wellness survey utilizing a standardized instrument to measure policy implementation. Funding for such activities involved in implementing the policy shall come from the budget of the school, the District or grants obtained by the District. Other related materials and the funding for such will come from non-profit agencies and organizations which center on school health and wellness as an area of intervention.

### **Annual Professional Performance Reviews**

The 2010 law requires each classroom teacher and building principal to receive an annual professional performance review (APPR) resulting in a single composite effectiveness score and a rating of "highly effective," "effective," "developing," or "ineffective." The composite score is determined as follows: • 20% is based on student growth on State assessments or other comparable measures of student growth (increased to 25% upon implementation of a value-added growth model) • 20% is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model) • The remaining 60% is based on other measures of teacher/principal effectiveness consistent with standards prescribed by the Commissioner in regulation For the 2011-2012 school year, the 2010 law only applies to classroom teachers of the common branch subjects, English language arts or mathematics in grades 4-8 and the building principals of schools in which such teachers are employed. In the 2012-2013 school year, the law applies to all classroom teachers and building principals. By law, the APPR is required to be a significant factor in employment decisions such as promotion, retention, tenure determinations, termination, and supplemental compensation, as well as a significant factor in teacher and principal professional development.

If a teacher or principal is rated "developing" or "ineffective," the school district or BOCES is required to develop and implement a teacher or principal improvement plan 3 (TIP or PIP). Tenured teachers and principals with a pattern of ineffective teaching or performance – defined by law as two consecutive annual "ineffective" ratings – may be charged with incompetence and considered for termination through an expedited hearing process.

**\*The Indian River School District has on file a District Plan for Physical Education. The plan is to serve as a guide for providing appropriate physical education to all students in grades K-12. As the needs of children, teachers, and the community change, the plan may/will change. This plan is to be reviewed, and possibly revised, annually.**

**While the legal requirements of this document lie in the NYSED regulations, laws and mandates for physical education, the core of this document was produced with sincere appreciation for the importance of cultivating the body as well as the mind. This plan is being submitted for approval by the Indian River Board of Education to the State Education Department in order to meet compliance with Education Law 803 and 3204.**

**Resources: New York State Association for Health, Physical Education, Recreation, and Dance**

**Elmsford Union Free School District**

**Engage NY at [www.engageNY.org](http://www.engageNY.org)**