

Yorkshire-Pioneer Central School District

*Physical Education Plan*



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## INTRODUCTION

Revised Regulation of the Commissioner of Education governing physical education were approved by the Board of Regents at its June, 1974 meeting effective August 1, 1974. Section 135.4 by repealing the old Section 135.4 and substituting a new Section 135.4.

The guidelines included herein have been prepared by the Department's physical education personnel to assist in the interpretation and implementation of these new Regulations. It should be noted that as a first draft, they are subject to change as experience with their use and new interpretation may warrant.

For the convenience of those who wish to refer to Sections in the Education Law which pertain to physical education, such Sections (803 and 3204) are quoted in Part I.

Part II is divided into divisions corresponding to those in Regulations. In each division, the Regulation is quoted for ease of reference, followed by the guidelines and then suggestions for information to be included in the district physical education plan. In some cases, sample forms are also included. Suggestions and ideas for the planning of physical education programs can be found in the guidelines.

Although considerable effort has been made to eliminate errors in these guidelines, the possibility of overlooking one is always present. Should any error be discovered, please let the Division of General Education know about it. Any other suggestions for improving the quality of New Guidelines will be appreciated.

## REGULATIONS GOVERNING PHYSICAL EDUCATION

### ***(A) COMMISSIONER'S REGULATIONS***

#### ***100.5 Diploma Requirements***

(a) General requirements for a Regents or local high school diploma:

(3) 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.

#### ***POLICY***

- 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.

***135.4 Physical Education.*** (a) ***School District Plan*** It shall be the duty of the 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 the 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:

- (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 student's performance toward the goals and objectives of the program.

***(C) Program plans. The School District plan shall include the following:***

***(1) Curriculum***

- (ii) There shall be experiences of sufficient variety of activities
- (iii) There shall be opportunity 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 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.

***(2) Required Instruction***

- (i) *Elementary instructional programs grades K-6*
  - (a) *all pupils in grades K-3 shall participate in the physical education programs 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*
- (ii) *Secondary instructional program (grades 7 through 12). All secondary pupils 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 out-of-school activities approved by the physical education staff and school administration; or  
(d) 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 by the school plan for physical education and as indicated by physician's examinations and other tests approved by the Commissioner of Education. Individual medical certificates of limitations must indicate the area of the program in which pupils 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 the physical education program that 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) 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. When 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.

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 duly 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.*

3. Courses of study
  - a. (1) *The course of study for the first eight years of full time public day schools shall provide for instruction in at least the twelve common school branches of arithmetic, reading, spelling, writing, the English language, geography, United States history, civics, hygiene, physical training, the history of New York State and Science.*
  - (2) *The courses of study and of specialized training beyond the first eight years of full time public day schools shall provide for instruction in at least the English language and its use in civics, hygiene, physical training, and American history including the principles of government proclaimed in the Declaration of Independence and established by the constitution of the United States.*

PART II

GUIDELINES

(1) SCHOOL DISTRICT PLANS

1. Regulation:

*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 hereinafter 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.*

Pioneer Central School 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 changes. In any event, this plan is to be reviewed, and possibly revised, annually.



## Pioneer Central School – District Goals

The following vision, mission and belief statements have been adopted by Pioneer’s comprehensive district education planning committee, and are pending approval by the Pioneer Board of Education.

### VISION STATEMENT

- *Pioneer students consistently demonstrate the skills, knowledge, integrity and understanding needed for success in life. They are motivated, self-confident, collaborative and civic-minded.*

### MISSION STATEMENT

- *Pioneer schools develop curious, creative, critical thinkers. Our foundation is a learning environment that is safe, caring, inclusive and engaging. Our mission is realized by enabling children to reach their full learning potential in a supportive community.*

### BELIEF STATEMENT We believe that:

- Students’ learning needs are the primary focus of all decisions impacting the work of the school district.
- Students learn in different ways and must be provided with a variety of meaningful instructional approaches to support their learning and actively engage them in solving problems.
- The success of instructional practice is measured through continual evaluation of student achievement.
- Students learn to make appropriate decisions given a professional, supportive, and challenging learning environment.
- Success requires vision, risk-taking, and responsibility.
- All people need to feel accepted, safe, and valued.
- Students, school and district staff, parents and community share the responsibility for advancing the school district’s mission.
- It is important that all members of the school community are committed to life-long learning.
- Excellence is achievable, measurable, and always worth the investment.

People achieve when expectations are high, and when effort and perseverance toward excellence are encouraged, supported, recognized and celebrated

## **Mission Statement**

Physical education is one of the areas of education that focuses on educating the whole child. Physical education is the study of how and why people move: based on concepts and principles of physiology, sociology, and psychology. Physical education helps ensure a child's mental alertness, physical development, academic performance, and readiness to learn.

## **Belief Statement**

The Pioneer Central School Physical Education department believes that all people can enjoy the benefits of physical fitness. The focus of the Pioneer Central School Physical Education program is to provide an environment which fosters self-esteem, personal fitness, independent thinking, and decision making. Students who participate in physical education programs can expect to know and appreciate the effects of physical activity upon the body now and in the future.

## **PIONEER CENTRAL SCHOOL PHYSICAL EDUCATION DEPARTMENT GOALS AND OBJECTIVES**

The Objectives of the Pioneer Central School Physical Education Department are to:

- Provide an extensive array of activities with opportunities for every student to be successful
- Create a Physical Education program where students are accountable for their own actions
- Allow students to give feedback and share ideas that will enhance the program
- Provide physical activity that will enable each student to monitor their desired gains
- Provide experiences that give relief from emotional strain and stress
- Develop appropriate social behaviors with other students and staff
- Allow students to experience competitive and non-competitive activities in team and individual formats
- Develop skill, interest, and an appreciation for the need of life-long learning and activity
- Assist students in developing and implementing a personal fitness plan
- Ensure that every student receives a quality PE Program with adaptation as necessary.

Physical Education is a vital school subject taught in a laboratory situation in which learners acquire skills, knowledge, and positive attitudes through participation in movement activities. Its value is of increasing importance in an American culture where many pupils' daily lives no longer include even the minimum of physical activity essential for healthy living. A balanced physical education program is basic to the school's commitment to meet the physical, intellectual, and social/emotional needs of learners, since it contributes to all aspects of being.

The heart of this document lies in the New York State Education Department's, regulations, laws, and mandates for physical education. This document was carefully crafted by the dedicated Pioneer Physical Education teachers, the Director of Physical Education and Health and their Secretary. It was also written with supervision from New York State Education Department, Associate Director.

With obesity and type II diabetes at a all time high in children, the Surgeon General, parents and school districts are looking at school physical education departments as "investments in the future" for a healthier community.

In a recent national poll, nearly all parents (95%) think regular, physical activity helps children do better academically.

Three in four parents (76%) think more school Phys Ed could help control and prevent obesity.

The vast majority (95%) think physical education should be part of a school curriculum for all students in grades K-12.

More than half (at least 54%) believe physical education is as important, or more important than academics such as Math, Science, and English.

In the last 20 years the proportion of overweight children between ages 6 and 19 has tripled to nearly one of every three kids," said George Graham, PH.D., Professor at the Pennsylvania State University. "A larger reason for this is our children's lack of physically activity is a national crisis. Physically inactive, overweight children grow up to become physically inactive, obese adults. This plan is being submitted for approval by the Pioneer Board of Education and the State Education Department in order to meet compliance with Education Law 803 and 3204.

## INTRODUCTION TO STANDARDS

Physical Education contributes to character development and the acquisition of the social and personal management skills essential to students' successes during their school years and throughout their lives. Learning experiences in these subject areas offer opportunities for team effort and cooperation and the exploration of individual talents and interests.

Physical Education prepares students with the knowledge and skills to lead physically active and physically fit lives. In our sedentary society, physical education makes an increasingly important contribution to the education of the whole child. In addition to helping students develop physical skills, the group and individual activities in the physical education program provide opportunities for students to acquire and demonstrate social skills, cooperative skills, diligent work habits, respect for others, and integrity. Physical education provides a unique opportunity for students to recognize that all students regardless of abilities or limitations are valuable and that each participant has a significant contribution to make towards the successful completion of a group task.

- New York State Education  
Department

Taken together, the content standards and the performance standards define the learning standard for students in Health and 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 towards attaining the curricular standards. Students with diverse learning needs may need accommodations or adaptations of instructional strategies and materials to enhance their learning and/or adjust for their learning capabilities.

## PHYSICAL EDUCATION

Physical Education is a sequential educational program 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. As the result of a quality K-12 physical education experience, students will:

- Acquire the knowledge and skill necessary to perform basic motor and manipulative skills and attain competency in a variety of physical activities and proficiency in a few select complex motor and sport activities
  - Design personal fitness programs to achieve and maintain physical fitness
  - Know the benefits of engaging in regular physical activity
  - Demonstrate responsible personal and social behaviors while engaged in physical activity
  - Understand that participating in physical activity promotes inclusion of diverse people and understanding of differences among people
  - Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication
  - Participate regularly in health enhancing physical activities
- (Adapted from the Content Standards for the National Association for Sports and Physical Education)

### Areas of Study in Physical Education

- Motor/Movement Skill Development is basic to the actions of daily life and of games, sports, and recreational activities. Teaching movement skills is grounded in the disciplines of anatomy, motor learning, biomechanics, and kinesiology.
- Personal Fitness/Wellness is based on a balance of behaviors and actions that enhance good health, quality of life, and well-being. Teaching is grounded in the concepts of physiology and the physiology of exercise.
- Personal Living Skills serve as the foundation for becoming a productive and concerned citizen. Personal living skills include self-reliance, social interaction and personal management.

## NEW YORK STATE PHYSICAL EDUCATION STANDARDS

**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, nonlocomotor, 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 understands the qualifications, educational requirements, and job responsibilities of those careers



## PIONEER PHYSICAL EDUCATION DEPARTMENT PROCEDURES

### STUDENT CONDUCT EXPECTATIONS

Students are expected to:

- Dress in shorts or sweatpants, and T-shirt or sweatshirt for activity. These clothes must be different from what the student wore for school (grades 5-12)
- Wear non-marking sneakers
- Actively participate in Physical Education on a regularly scheduled basis
- Display appropriate behaviors during physical education activities
- Present parental excuse notes when participation will be limited because of injury or illness. These notes may be used for a maximum of three (3) consecutive days. Students will participate with limitations. (7-12 only)
- Present a medical excuse for limitations of activity longer than three days. These Medical Certificates of Limitations must indicate the area of the program in which pupils may participate. (9-12)
- Notify teachers of any limitations during roll call
- Notify teachers of any accidents or injuries incurred during activity as soon as possible
- K-8 will require a parent or doctor note to exempt them from PE class. A doctor's note must be provided if student is exempt for more than one day.

### ADAPTED PHYSICAL EDUCATION:

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. (See *Appendix A: Physician's Medical Certificate of Limitations*)

### ADAPTIVE PHYSICAL EDUCATION:

Students with handicapping conditions who have I.E.P'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 (least restrictive environment) that best meets their educational needs and physical abilities.

### **Make up Classes:**

Students will be given the opportunity to make up individual days of class that have been missed because of legal absences, participation in field trips or music lessons may make up days of activity after school .

- Students will sign in with the supervising teacher and will participate in structured activities in the Weight room, Pool, or outside activities from 2:15 until 3:15 as posted in the HS gym. Grades 9-12.
- Students must make up missed class days *before the end of each marking period*.
- When they have completed make up activities, the supervising teacher will email their class teacher, indicating that class(es) have been made up.

### **GRADING**

#### **Remediation:**

Students who fail to meet credit requirements may be scheduled for additional semester of instruction to complete graduation requirements. When summer school remediation is offered, students may participate in credit recovery.

### **INTRAMURALS:**

Intramurals if offered, after the school day, to students who wish to participate in competitive activities beyond the classroom experience. While facility availability is a controlling factor, scheduling of intramurals is possible during the time periods between interscholastic sports seasons, or when stations are available during sports seasons. Offering an intramural program will allow all students to participate in supervised activities after school.

### **ATHLETIC PROGRAM**

While the Athletic Program is not a required part of the Physical Education plan it should be noted that at Pioneer Athletics is an extension of the PE Program. Many students participate in extra curricular activities across the three sport seasons. It should also be noted that great community pride is looked upon and valued tremendously. Lastly, but certainly not least, is the emphasis on the link between being successful in academics as well as on the playing field. This is a strong point and focus of our athletic program

## PIONEER DISTRICT POLICY

### **DIPLOMA REQUIREMENTS:**

Two (2) units of credit in Physical Education are required for graduation. Students are entitled to receive one-half unit for each year they have successfully completed the requirements in physical education. Students receive a grade at the conclusion of each ten week period of instruction. Ten week grades are averaged and credit received after each semester.

### **SCHEDULING:**

Students in grades 5-12 scheduled for alternate days of class, on a six day schedule, for classes of forty minutes by grade level and scheduled heterogenously. All classes are scheduled as coeducational. K-4 see page 20.

### **CLASS SIZE AND GROUPING:**

Consideration will be given to the safety of students, facilities and environment needed, and supervision of students by the instructor when determining class size and groups. Ability grouping will take place only when necessary for the safety of students. Title IX regulations will be reflected in all classes and groupings. All policies and regulations of the Pioneer School District concerning grouping and class size will be in effect as they apply to Physical Education.

## GRADING:

Ten week grades will be determined by averaging daily class participation and the inclusion of other assessments.

### Degree of participation criteria

- (Maximum (three points per class)  
being prepared/ dressed appropriately  
active class participation (self-motivated)
- Moderate (two points per class)  
reduced effort during activity  
tardy to class (before locker room doors are locked)
- Minimum (one point per class)  
limited activity- without written excuse  
performing unsafe acts  
showing poor sportsmanship  
degrading others  
intentionally breaking rules or expectations  
displaying or voicing obscenities
- No credit  
non-dressed/ non-active  
insubordination  
fighting  
destruction of school property  
absences- legal/illegal/ nurse/lesson/ field trip

### Objectives

- Individual and group demonstrations and exhibitions
- Creative works with rating criteria
- Documented teacher/student observations
- Student self-evaluation
- Attitude inventories and surveys
- Video and photo analysis
- Traditional skill, Fitness tests

Grading: Intermediate

A student's grade in Physical Education will be based on a holistic approach to physical activity. The grade will be based on the following:

- A. PIE: Participation, Interaction, and Effort 70%
  - B. Physical Performance 15%
  - C. Knowledge of the Subject Area 15%
- 

- A. PIE 70%  
Each class a student will be assessed on a 0-10 rubric: with 10 being the highest grade for participating, positive attitude, maximum effort, and working to capacity and 0 the lowest for unprepared, nonparticipating.
- B. PHYSICAL PERFORMANCE  
Throughout each marking period students will be assessed on skill mastery which will account for 15% of their final grade.
- C. KNOWLEDGE OF SUBJECT AREA  
Written tests will be given periodically throughout each grading period to assess knowledge of subject area which will account for 15% of their final grade.

Students are scheduled for alternate days of class, on a six day schedule, for classes of forty minutes. Grades 5 through 8 are scheduled by gender, with occasional co-educational classes. Students in grades 5– 8 participate in a variety of activities that include team work, fitness, and lifetime physical fitness skills and activities.

GRADING :           ELEMENTARY

Grades K – 4 are graded based on Knowledge, skills, listening/following directions, effort, enthusiasm, and sportsmanship.

Each marking period 3-4 units are graded. Assessment is based on teacher observation and general rubric. There are no requirements for passing and classes do not have to be made up.

E	Excellent	90-100	Excellent
P	Proficient	80-89	Proficient
S	Satisfactory	70-79	Satisfactory
N	Need Improvement	69-under	/ Needs Improvement

Students are scheduled for 1 – 40 minute class two times a week. All classes are scheduled as co-educational within their class and grade. Students grade Pre-K through 4 participate in a variety of activities that include cooperation and teamwork, understanding direction, fitness, and activities.

In the elementary programs, Pioneer uses ACES (All Children Exercise Simultaneously) to fulfill the New York State Education Department time mandate for Physical education. ACES consist of eight to ten minute videos that are shown in the morning at the beginning of the school day. The videos are Pioneer staff produced from inception (ideas) to the actual video shown to the students. These videos are updated yearly and follow the PE curriculum. Each classroom is equipped with television monitors and from the library in each building the videos are shown and then viewed (followed) in each classroom and supervised by the classroom teachers. The Director of Physical Education and/or the assigned Physical Education staff in each building observe classrooms by performing "walk through" observation daily. Any questions or concerns from classroom teachers can either be addressed that morning or by contacting any of the mentioned staff at their convenience.

## Facilities

### *High School*

2 gyms, 1 fitness room, 1 pool, Athletic Fields – outdoor facilities including tennis, track, softball/baseball fields, football, soccer, field hockey, basketball and turf field.

### *Middle School*

Same as above – with only 1 gym

### *Elementary*

Gymnasium, tennis courts, baseball/softball diamonds, fitness room.

### *Administrative Procedures*

Student teachers are placed with tenured certified PE teachers after being approved by the BOE.

Supplementary teachers may be used when conducting an area which requires expertise (ie: dancing, karate etc...); monitors/support staff will be used to help supervise locker rooms in event of a opposite gender teacher being on staff ..... Summer school where students can earn ¼ credits.

Evaluations are:

Physical evaluation & written

Written and physical evaluations are given at the Middle and High School level.

Grouping is done by grade level at both the Elementary and Middle School levels.

Grouping is also done by gender at the Middle School levels.

Home tutored students are given written work at the time of their assignment and it lasts for its duration.

No use of non-school facilities.

Participation in any interscholastic/athletic team is not considered in granting any PE credit.

### *Adapted Physical Education*

Committee of Special Education (CSE) and an Individualized Education Plan (IEP) determines unique needs of students. The IEP is then used to decide placement and activity for each student based on the individualized needs of each student. If a student is determined to have a unique need in Physical Education by the Special Education committee the following steps will take place.

-The CSE will determine a least restrictive and safe environment as well as frequency and duration of services.

- A certified Physical Education Teacher will develop and implement an appropriate adapted curriculum to meet the needs of the student.

- Specifics of Adapted PE services will be input into the students IEP.

- Student Progress will be discussed by the CSE at each students Annual Review.

Any changes in service will be decided on at this time.

Required instruction is determined after the CSE has approved the IEP. Setting and time allotment is taken from the IE and, is then scheduled with the Adaptive PE teacher.

Attendance is as per Pioneer Central School District.

Pioneer employs a Full-time Adaptive PE teacher.

Facilities will vary between pool, gymnasium, fitness room, PT room and athletic fields.

Administrative Procedures same as above, but the use of teacher aides depending upon the individualized student's IEP.

## CURRICULUM: Elementary, Intermediate, Commencement

Grades Kindergarten through Fourth Curriculum.

The K – 4<sup>th</sup> grade Physical Education Curriculum focuses on rules, understanding directions, playing in a safe manner, sportsmanship, flexibility, muscular endurance, upper body strength, cooperation & team work. Motor development is emphasized at all levels.

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

Life-long activities	Dance	Four Square
Soccer	Cageball	Fitness Testing
Pillo-polo	Parachute	Football
Cooperative Activities	Jail Break	Basketball
Scooters (Hockey)	Volleyball	Wellness (cardio)
Four Ball	Track & Field	Jump Ropes
Apparatus/Tumbling	Kickball	Mat Ball
Wiffleball	Climbing Wall	Capture the flag
Raquet Skills		

**Middle School Curriculum (Intermediate):** Grades 5 – 8 focuses on safety, sportsmanship, physical fitness, expanding on basic knowledge of basic sports, basic swimming instruction and water safety and development of strategy both offensively and defensively.

Fifth, sixth, seventh, and eighth graders will be scheduled as a group, for alternating days of Physical Education with forty minute classes. Teachers will choose a variety of activities for their students that will give them a well rounded/diverse Physical Education experience.

Physical Fitness Testing	Flag Football
Water Safety	Wellness Room
Indoor Soccer	Handball/Agility ball
Stroke Development	Table Tennis/Floor Tennis/Badmiton
Water Games	Basketball
Cross Country Running	Wrestling
Softball	Outdoor Recreation Games
Gymnastics	Dance
Frisbee	Floor Hockey/Lacrosse
Volleyball	Ping Pong
Elementary Games	Team Handball
Kan-Jam	Cooperative Games
X-Country Ski	Ultimate Frisbee



## GRADES NINE THROUGH TWELVE CURRICULUM

The 9-12 grade physical education curriculum focuses emphasis on lifetime activities, personal wellness, and the development of lifelong fitness plans which will be altered with age, environment and interests, and economics. Skill development will be aimed at proficiency in choice activities that will continue to develop throughout adulthood. They will develop competence in leading and participating in group and individual activities, accepting the differences in people, and will be knowledgeable of the variety of services and activities available to them in their communities.

Ninth, tenth, eleventh, and twelfth graders will be scheduled, coeducationally and as a group, for alternating days of physical education with forty minute classes. Teachers will choose a variety of activities for their students that will give them a well rounded/diverse Physical Education experience.

Aerobics	Rugby
Aquatic Games	Angling
Badminton	Basketball
Cardio Training	Circuit Training
Cooperative/Elementary games	Field Hockey
Cross Country skiing/snowshoeing	Jump Rope
Fitness Plan	Fitness Swim
Fitness Walk/ Jog	Fitness Testing
Floor Hockey	Flag Football
Frisbee Games	Gatorball
Gymnastics	Golf
Interval Training	Lacrosse
Line Dance	Obstacle Course
Orienteering	Pickleball
Plyometrics	Racquetball
Ropes/Challenge Course	Soccer
Softball	Speedaway
Sports Training design	Sports Education Model
Table Tennis	Tae-Bo
Team Handball	Tennis
Track and Field	Volleyball
Water Aerobics	Weight Training
Wrestling	Mini Golf
Swimming	

All Curriculum Maps may be viewed at [www.pioneerschools.org](http://www.pioneerschools.org)

## PIONEER CENTRAL SCHOOL WELLNESS POLICY

Healthy eating and physical activity are essential for students to achieve their full academic and physical potential, mental growth, lifelong health and well being.

### SETTING NUTRITION EDUCATION GOALS

The primary goal of nutrition education is to influence students' eating behaviors, build nutrition knowledge and skills that help children make lifelong healthy eating and positive physical activity choices. To make a difference, Pioneer Central School District will provide nutrition education that is appropriate for students' ages; is integrated into subjects such as math and reading; and provides opportunities for students to practice skills and have fun. The district should also choose nutrition education curricula that fosters lifelong healthy eating.

Nutritional education K-12 should be integrated in the curriculum, classroom, dining areas, and school buildings. It should provide a clear and consistent message that teaches and reinforces healthy eating and physical activity lifestyles.

The administration shall assess all nutrition education curricula and materials for accuracy, completeness, balance, and consistency with the district's educational goals and standards. Materials developed by food marketing boards or food corporations shall be examined for inappropriate commercial messages.

### NUTRITIONAL GUIDELINES FOR FOOD AND BEVERAGES SOLD AND SERVED ON CAMPUS

The school food service program shall operate in accordance with the National School Lunch Act and the Child Nutrition Act of 1996 as amended and applicable laws and regulations of the state. Schools shall offer appealing, varied and nutritious food choices that are consistent with the federal government's recommended intakes within energy needs by adopting a balanced eating pattern, such as the USDA Food Guide or the DASH Eating Plan.

The food service program shall aim to be financially self-supporting. However, the program is an essential educational and support activity and budget neutrality or profit generation must not take precedence over the nutritional needs of students.

### EATING AS A POSITIVE EXPERIENCE.

Students and staff shall have adequate space to eat meals in pleasant surroundings and shall have adequate time to eat and relax. Safe drinking water and convenient access to facilities for hand washing and oral hygiene shall be available.

Meal periods should be scheduled at appropriate times. Lunch should be scheduled as near to the middle of the school day as possible; and should not be scheduled during tutoring, club, or organizational meetings or activities, unless students may eat during such activities.

## PHYSICAL ACTIVITY OPPORTUNITIES AND PHYSICAL EDUCATION

The District will provide opportunities for every student to develop the knowledge and skills for specific physical activities, to maintain physical fitness, to regularly participate in physical activities and to understand the long and short-term benefits of a physically active lifestyle.

Physical Education (P.E.) K-12: The district will identify and seek to progressively remedy any deficits in meeting state mandates for physical education as specified in the Commissioner's regulations. When practical students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Daily Recess: All elementary school students will have supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity. Schools should discourage extended periods of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active. Daily recess is not a component of the PE Program

After-school child care and enrichment programs will provide and encourage daily periods of moderate to vigorous physical activity for all participants.

## MONITORING AND POLICY REVIEW

Monitoring: The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies.

The superintendent or designee will develop a summary report every three years on district-wide compliance with the district's established nutrition and physical activity wellness policies, based on input from schools within the district. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in the district.

Policy Review: To help with the initial development of the district's wellness policies, each school in the district will conduct a baseline assessment of the school's existing nutrition and physical activity environments. The results of those school-by-school assessments will be compiled at the district level to identify and prioritize needs, and to set goals, and then be reported to the Board of Education and the District Wellness Committee.

Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district, and individual schools within the district, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

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