

Elmsford School District Physical Education Plan



Adopted by the Board of Education
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Special thanks are extended to all those members of the Elmsford Union Free School District and Elmsford community who assisted in the creation of this plan.

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Elmsford School District Physical Education Plan Committee 2010
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Helping every child to be physically fit every day – for life.

OUR MISSION:

The Elmsford UFSD Physical Education Program strives to empower all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life.

INTRODUCTION

Scientific research has shown that physical activity helps improve a child's mental alertness, academic performance, and readiness to learn; therefore, the Elmsford School District supports a well designed and integrated physical education program.

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.

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
- Demonstrate an understanding of character development
- 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, understanding of differences among people, and the ability to cooperate and work as a team
- 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, focusing on 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. This balance extends beyond fitness to disease prevention, stress management, substance abuse control, nutrition, and safety, focusing on the concepts of physiology and the physiology of exercise.
- Personal living skills serve as the foundation for becoming a productive and concerned citizen. This includes self-reliance, social interaction, and personal management.
- Physical fitness is comprised of two related concepts. General fitness-a state of health and well-being and specific fitness-a task-oriented definition based on the ability to perform specific aspects of sports or occupations.

Overview:

Physical Education prepares students with the knowledge and skills to lead physically active and physically fit lives. Due to our sedentary society, physical education makes an increasingly important contribution to the education of the whole child. Not only do students learn social and team building skills through movement, but they recognize that all students regardless of abilities or limitations are valuable and that each participant has a significant contribution to make toward the successful completion of a group task. Students with disabilities in our physical education program are provided with a learning environment that is modified, when necessary, to allow for maximum participation.

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 Elmsford Union Free School District affirms the right for every child to participate in physical education, intramural and interscholastic activities.

While the legal requirements of this document lie in the NYSED regulations, laws and mandates for physical education, the heart of this document was created by the caring and dedicated staff of the Elmsford School District. This plan is being submitted for approval by the Elmsford Board of Education and the State Education Department in order to meet compliance with Education Law 803 and 3204.

GOALS AND OBJECTIVES

The goals of the Elmsford 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; and
- encourage students to participate in interscholastic athletics

CURRICULUM

1. Program Profile

Physical Education in the EUFSD 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
 - Presidents Council of Physical Fitness and Sport
 - 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
 - EUFSD district goals
 - EUFSD 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.
- C. Alexander Hamilton Junior Senior High School
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 will sign up with the supervising teacher and will participate in structured activities throughout the school year.
 - Students must make up missed class days during the last two weeks of the marking period.
 - 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**

A. Carl L. Dixon Primary School and Alice E. Grady Elementary School
Students are evaluated in all marking periods in the categories of psychomotor skill, effort, behavior and safety. Narratives are provided.

Skill Development-25%

Participation-25%

Behavior-25%

Effort-25%

B. Alexander Hamilton Junior Senior High School

- During a ten week grading period, grades will be determined by averaging daily class participation and the inclusion of other assessments.
- All students will begin the grading period with the maximum points available – 100 points per quarter (10 weeks).
- A student's final grade is an average of all four quarters. A student must acquire a minimum of 260 pts each year for four years of high school to graduate.

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

4. **Required instruction time**

A. Grades K-6

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.

Carl L. Dixon Primary School, Grades K-1

Presently our K-1 classes meet for 120 minutes each calendar week through scheduled physical education classes. In order to satisfy the daily requirement, we are planning to have classroom teachers provide cognitive and affective physical education in morning fitness assemblies.

Alice E. Grady Elementary School, Grades 2-6

Presently, students are scheduled for physical education classes twice every 6-day cycle. In order to satisfy the daily requirement for our second and third graders, we are planning to have classroom teachers provide cognitive and affective physical education in their content time block on days when physical

education classes are not scheduled. Also, in order to satisfy the 120 minute requirement for grades 4-6, the same process will take place.

Our recommendation for next year is as follows:

- Incorporate health education into the science curriculum allowing the physical education teacher more time to teach physical education.
- K-3 Curriculum work will be completed
- Curriculum work will be completed

B. Grades 7-12

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.

Currently Grades 7-12 graders will be scheduled in coeducational age-appropriate groups, for alternating days of Physical Education with forty minute classes throughout the entire school year.

5. The Curriculum

ELEMENTARY K-6 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 pursue lifetime leisure physical fitness activities.

Training Camp	Soccer Volleyball	Basketball
Fitness	Tennis Sports Skills	Baseball/Softball
Choice Games	Dance Sports Stacking	Fitness Fridays

Student Conduct Expectations

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.

Intramurals Grades 3-6

Intramurals will be offered, after school, to students who want to participate in higher level sports programs. These programs will be held from 3:00-3:45. In the fall, soccer will be held for students in grades 5 and 6. In the winter, basketball will be held for students in grades 3, 4, 5, and 6. In the spring, baseball/softball will be held for students in grades 5 and 6.

Adaptive Physical Education K-6

The Adaptive Physical Education Program occurs in the gymnasium where special needs students who have been recommended to have adaptive physical education by the Committee on Special Education attend their regular physical education classes. In addition to their regular Physical Education time special needs students who are entitled to adaptive physical education also meet for an additional 40 minutes of Adaptive Phys. Ed. twice a week based upon their IEP. This extra class time is also in the gym.

GRADES 7 AND 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.

Badminton

Basketball

Bowling

Cooperative Games

Elementary Games

Flag Football

Floor Hockey

Frisbee Games

Lacrosse

Outdoor Recreation Games

Soccer

Softball/Baseball/Whiffle Ball

Team Handball

Volleyball

Weight 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. After the activity the student must change back into school attire.
- 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 excuse notes maybe used for a maximum of (5) consecutive days.

Adaptive 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.

Students with handicapping 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.

SECONDARY CURRICULUM

The 9-12th grade Physical Education curriculum emphasizes lifetime activities, personal wellness, communication and teamwork. Skill development will be aimed at proficiency in choice 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:

Aerobics

Archery

Badminton

Basketball

Cardio Training

Circuit Training

Cooperative Games

Fitness Plan

Fitness Walk/Jog

Flag Football

Floor Hockey

Frisbee Games

Golf

Interval Training

Lacrosse

Orienteering

Outdoor Recreation Games

Paddleball

Pickle Ball

Polymeric

Project Adventure

Racquetball

Sepak Takraw

Soccer

Softball/Baseball/Whiffle Ball

Speedball

Team Handball

Tennis

Volleyball

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. After activity the student must change back into his or hers' school attire.
- 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 excuse notes may be used for a maximum of (5) consecutive days.
- 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 during roll call.
- 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:

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 handicapping 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.

GRADING AND DIPLOMA REQUIREMENTS

Grading/Assessment K-6

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

Skill Development-25%

Participation-25%

Behavior-25%

Effort-25%

Grading/Assessment 7-12

Students are numerically evaluated each marking period on motor skill, cognitive applications, safety, participation, overall attitude and class behavior.

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

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

1. PIE: Participation, Interaction and Effort: 50%
Each student will be assessed on a 0-5 rubric, with 5 being the highest grade for participating, positive attitude, maximum effort and working to capacity. A zero represents the lowest for unprepared and or nonparticipation.

Degree of participation criteria:

- All students will begin the grading period with the maximum points available – 100 points per quarter (10 weeks).
- A student's final grade is an average of all four quarters. A student must acquire a minimum of 260 pts each year for four years of high school to graduate.
- As each quarter progresses, points are added or deducted as required according to the following criteria:

Description:

Addition/Deductions Possible:

A. Unprepared/ improper dress

-5 per class

B. Absent from school/class

- Grade of 64 for 5 absences

*Additional points will be deducted upon scale if more than 5 absences occur in one quarter.

C. Performance below expectations	-1 to 5 per class
D. Truancy	- Grade of 64 for 5 absences. *Additional points will be deducted upon scale if more than 5 absences occur in one quarter. Truancy days will not have the option for make ups
E. Tests (physical or cognitive)	-0 to 25 per test
F. Assignments for medical excuses, Home schooling or suspension	+ Points to be determined by teacher
G. Extra points for great participation	+1 per class

2. Physical Performance and Cognitive assessment of Subject Area: 50%
Cognitive and skills tests will be given periodically throughout each grading period to assess knowledge of subject area and skill mastery; which will account for 50% of their final grade

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 revision process will continue yearly.

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 Fitness gram, the President's Council on Physical Fitness 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. We recommend class sizes based on best practice and research, and provide maximum effectiveness. Final decisions regarding class size and placement rest with the building principal.

Use of Non-School Facilities

Including but not limited to Pleasantville track and White Plains Bowling Alley.

Use of Student Teachers or Non-Certified Personnel

The administration will cover physical education classes in the following order:

- another certified physical education teacher, or
- another certified teacher, or
- a certified teacher aide.

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. Because of our size, our superintendent will request approval from the Commissioner of Education to allow our Athletic Director to assume the role described above as well as continue to instruct physical education classes in collaboration with the Elmsford Teachers Union.

Carl L. Dixon Primary School

One physical education teacher, time shared with Grady

Alice E. Grady Elementary School

One full time physical education teacher

One physical education teacher, time shared with Dixon

Alexander Hamilton Junior Senior High School

One full time physical education teacher

One part time physical education teacher

One part time physical education teacher/Athletic Director

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.

Carl L. Dixson Primary School

One shared gymnasium/cafeteria/auditorium
One playground

Alice E. Grady Elementary School

One gymnasium
Physical Education Office
One playground

Alexander Hamilton Junior Senior High School

One gymnasium
One fitness room
Athletic Director Office
Two Physical Education Offices
Two locker rooms, one team room, one in need of repair
Baseball Field
One Soccer Field
Upper field for outdoor activities

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 elementary schools. Elementary 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. Elementary 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 Elmsford 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.

PROGRAM EVALUATION AND REVIEW

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.

When a pupil transfers to another school, such records shall be transferred with the student's transcript.

As the needs of children, teachers, and the community change, the plan changes.

This plan is to be reviewed, and possibly revised, annually.

RECOMMENDATIONS

1. Responsibly schedule and plan to meet required time requirement for grades K-6.
2. Incorporate health education into the science curriculum allowing the physical education teacher more time to teach physical education.
3. Resolve and explore options to appoint a Director of Health, Physical Education and Athletics with administrative certification.
4. Create curriculum for content block and morning fitness assembly 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.*

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 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.

***The Elmsford 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 changes. This plan is to be reviewed, and possibly revised, annually.**

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.

- (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;
- (l) to approve all traveling of individuals or teams under their jurisdiction;
- (m) to permit no post-season games or tournaments;
- (n) to permit no post-schedule games or tournaments other than those conducted by school authorities in accordance with approved standards;
- (o) to permit any individual or team to represent a school only in games, meets or tournaments which are conducted by secondary school authorities;

- (p) to provide opportunity for instruction, practice and competition for pupils in grades four through six in 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 post-graduate pupil may participate in intramural activities;
 - (s) to provide the same general degree of opportunity for participation in intramural and interscholastic activities to both males and females.
- (ii) Provisions for interschool athletic activities for pupils in grades 7 through 12. It shall be the duty of the trustees and boards of education to conduct interschool athletic competition for grades 7 through 12 in accordance with the following:
- (a) Interschool athletic competition for pupils in junior high school grades seven, eight and nine. Such competition shall be conducted in accordance with the following: Seventh and eighth grade teams may participate only with teams of like grade groups, with the following exceptions:
 - (1) In junior high school, competition may include grades seven through nine.
 - (2) in six-year high schools, competition may include grades seven through nine.
 - (3) In four-year high schools, ninth grade pupils may participate in junior high competition.
 - (4) 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 1st may be extended under the following circumstances :

- (i) If sufficient evidence is presented by the chief school officer to the section to show that the pupil's failure to enter competition during one or more seasons of a sport was caused by illness, accident, 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.

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

Elmsford Union Free School District

Wellness Policy on Physical Activity and Nutrition

Preamble

Whereas, children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive;

Whereas, good health fosters student attendance and education;

Whereas, obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity;

Whereas, heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

Whereas, 33% of high school students do not participate in sufficient vigorous physical activity and 72% of high school students do not attend daily physical education classes;

Whereas, only 2% of children (2 to 19 years) eat a healthy diet consistent with the five main recommendations from the Food Guide Pyramid;

Whereas, nationally, the items most commonly sold from school vending machines, school stores, and snack bars include low nutrition foods and beverages, such as soda, sports drinks, imitation fruit juices, chips, candy, cookies, and snack cakes;

Whereas, school districts around the country are facing significant fiscal and scheduling constraints; and

Whereas, community participation is essential to the development and implementation of successful school wellness policies;

Thus, the Elmsford Union Free School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Elmsford Union Free School District that:

- The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- All students in grades PreK-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, all schools in our district will participate in available federal school meal programs.
- Schools will provide health education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

TO ACHIEVE THESE POLICY GOALS:

I. Wellness Committee

The Elmsford Union Free School District will institute a Wellness Committee to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. This committee also will serve as a resource to school sites for implementing those policies. (The Wellness Committee will consist of a group of individuals representing the school and community, and should include parents, students, representatives of the school food authority, members of the school board (if possible), school administrators, teachers, health professionals, and members of the public.)

II. Nutritional Quality of Foods and Beverages Sold and Served on Campus School Meals

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- offer a variety of fruits and vegetables; [1]
- serve only low-fat (1%) and fat-free milk [2] and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
- ensure that half of the served grains are whole grain.³, [3]

Breakfast: To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Schools will, to the extent possible, operate the School Breakfast Program.
- Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess.
- Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
- Schools will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Free and Reduced-priced Meals: Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals [4] . Toward this end, schools may utilize electronic identification and payment systems; provide meals at no charge to all children, regardless of income; promote the availability of school meals to all students; and/or use nontraditional methods for serving school meals, such as "grab-and-go" or classroom breakfast.

Meal Times and Scheduling:

Schools:

- will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;

- should schedule meal periods at appropriate times,
- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and

Qualifications of School Food Service Staff: Qualified nutrition professionals will administer the school meal programs. As part of the school district's responsibility to operate a food service program, the District will provide continuing professional development for all nutrition professionals in schools on an as-needed basis. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility. [5]

Sharing of Foods and Beverages: Schools should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Foods and Beverages Sold Individually (i.e., foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, fundraisers, school stores, etc.)

Elementary Schools: The school food service program will approve and provide all food and beverage sales to students in elementary schools. Given young children's limited nutrition skills, food in elementary schools should be sold as balanced meals. If available, foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.

Middle/Junior High and High Schools: In middle/junior high and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the following nutrition and portion size standards:

- **Beverages**
 - Allowed: water or seltzer water [6] without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA);
 - Not allowed: soft drinks containing caloric sweeteners; sports drinks; iced teas; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine,
 - excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).
- **Foods**
 - A food item sold individually:
 - will have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated and trans fat combined;

- will have no more than 35% of its weight from added sugars; [7]
 - will contain no more than 230 mg of sodium per serving for chips, cereals, crackers, fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.
- A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; fruit-based drinks that are at least 50% fruit juice and that do not contain additional caloric sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines). [8]
- **Portion Sizes:**
Limit portion sizes of foods and beverages sold individually to those listed below:
 - One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
 - One ounce for cookies;
 - Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items;
 - Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
 - Eight ounces for non-frozen yogurt;
 - Twelve fluid ounces for beverages, excluding water; and
 - The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits.

Fundraising Activities: To support children's health and school nutrition-education efforts, to the greatest extent possible, school fundraising activities will not involve food. Schools will encourage fundraising activities that promote physical activity.

Snacks: Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations.

Rewards: Schools will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior, [9] and will not withhold food or beverages (including food served through school meals) as a punishment.

School-sponsored Events (such as, but not limited to, athletic events, dances, or performances): To the greatest extent possible, foods and beverages offered or sold at school-sponsored events outside the school day will be nutritious.

III. Nutrition and Physical Activity Promotion and Food Marketing

Nutrition Education and Promotion: The Elmsford Union Free School District aims to teach, encourage, and support healthy eating by students. Schools should provide nutrition/health education and engage in nutrition promotion that:

- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- includes training for teachers and other staff.

Integrating Physical Activity into the Classroom Setting: Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Communications with Parents: The district/school will support parents efforts to provide a healthy diet and daily physical activity for their children. The district/school will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. The district/school will provide parents a list of foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the district/school will provide opportunities for parents to share their healthy food practices with others in the school community.

The district/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website,

newsletter, or other take-home materials, special events, or physical education homework.

Staff Wellness: School District highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. The District's Wellness committee should develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan should be based on input solicited from school staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff. The Wellness committee should distribute its plan to the Board of Education annually.

IV. Physical Activity Opportunities and Physical Education

Daily Physical Education (P.E.) K-12: All students in grades K-12, including students with disabilities, special health-care needs, and in alternative educational settings, will receive physical education.

Daily Recess: All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Schools should discourage extended periods (i.e., periods of two or more hours) 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.

Physical Activity Opportunities Before and After School: To the greatest extent possible, all three schools will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. To the greatest extent possible Grady and Hamilton Schools will offer interscholastic sports programs. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

Physical Activity and Punishment: Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

V. Monitoring and Policy Review

Monitoring: The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or designee.

School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the Deputy Superintendent. In addition, the school district will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the district has not received a SMI review from the state agency within the past five years, the district will request from the state agency that a SMI review be scheduled as soon as possible.

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 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 and policies. [10] The results of those school-by-school assessments will be compiled at the district level to identify and prioritize needs.

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.

Footnotes:

- [1] To the extent possible, schools will offer at least two non-fried vegetable and two fruit options each day and will offer five different fruits and five different vegetables over the course of a week. Schools are
- encouraged to source fresh fruits and vegetables from local farmers when practicable.
- [2] As recommended by the Dietary Guidelines for Americans 2005.
- [3] A whole grain is one labeled as a "whole" grain product or with a whole grain listed as the primary grain ingredient in the ingredient statement. Examples include "whole" wheat flour, cracked wheat, brown rice, and oatmeal.
- [4] It is against the law to make others in the cafeteria aware of the eligibility status of children for free, reduced-price, or "paid" meals.
- [5] School nutrition staff development programs are available through the USDA, School Nutrition Association, and National Food Service Management Institute.
- [6] Surprisingly, seltzer water may not be sold during meal times in areas of the school where food is sold or eaten because it is considered a "Food of Minimal Nutritional Value" (Appendix B of 7 CFR Part 210).

- [7] If a food manufacturer fails to provide the added sugars content of a food item, use the percentage of weight from total sugars (in place of the percentage of weight from added sugars), and exempt fruits, vegetables, and dairy foods from this total sugars limit.
- [8] Schools that have vending machines are encouraged to include refrigerated snack vending machines, which can accommodate fruits, vegetables, yogurts, and other perishable items.
- [9] Unless this practice is allowed by a student's individual education plan (IEP).
- [10] Useful self-assessment and planning tools include the School Health Index from the Centers for Disease Control and Prevention (CDC), Changing the Scene from the Team Nutrition Program of the U.S. Department of Agriculture (USDA), and Opportunity to Learn Standards for Elementary, Middle, and High School Physical Education from the National Association for Sport and Physical Education.