

ONTEORA CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION PLAN



Onteora Central School District
Boiceville, NY 12412
District ID: 621201060005
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I. School District

Demographics/Location/Number of Students

	2017-2018	2018-2019	2019-2020
Eligible for Free Lunch	41.34%	41.89%	43.05%
Eligible for Reduced Lunch	3.26%	3.62%	3.83%
Economically Disadvantaged	50.00%	50.00%	51.09%
English Language Learners	3.00%	3.00%	3.55%
Students with Disabilities	19.00%	20.00%	21.23%
Racial/Ethnic Origin			
American Indian or Alaska Native	0.00%	0.00%	.016%
Black or African American	2.00%	2.00%	1.61%
Hispanic or Latino	11.00%	12.00%	12.99%
Asian or Native Hawaiian/ Other Pacific Islander	2.00%	2.00%	1.78%
White	76.00%	76.00%	74.74%
Multiracial	8.00%	9.00%	8.72%
Female	48.00%	49.00%	49.96%

School District Enrollment

	2017-2018	2018-2019	2019-2020
Pre-K (Half Day)	10	20	13
Pre-K (Full Day)	27	22	25
Kindergarten	79	85	79
Grade 1	70	80	83
Grade 2	85	67	79
Grade 3	92	83	67
Grade 4	84	88	79
Grade 5	128	79	90
Grade 6	90	130	86
Grade 7	97	91	129
Grade 8	102	101	99
Grade 9	128	103	114
Grade 10	100	114	92
Grade 11	96	95	108
Grade 12	106	99	96
Totals	1294	1257	1239

II. Physical Education Plan

Introduction

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

Mission Statement

1. The Onteora Central School District physical education program strives to empower all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling lifestyle. The Physical Education program will encompass the learning domains of cognitive, affective and psychomotor and will enable students to engage in learning that promotes critical thinking and physical literacy (health, fitness and wellness).

A. Program Goals and Objectives

The Onteora Central School District is in compliance with the Commissioner of Education’s regulation 135.4 governing physical education in the schools of the state of New York. State guidelines stipulate the need for a plan of total physical education covering grades K-12.

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. The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy, physical activity. As a result of a quality K-12 physical education experience, students will be able to:

Psychomotor Objectives

- Perform movement patterns.
- Engage in physical activities that improve and maintain agility, flexibility, coordination, strength, and general fitness.
- Engage in activities that develop physical, mental, social and emotional well-being.
- Follows rules in games and sports.
- Demonstrate an understanding of techniques in sports.
- Follow safety principles in all activities.
- Manage personal and community resources.

Cognitive Objectives

- Explain the role of improving and maintaining strength, flexibility, and endurance.
- Explain the role of physical activity in maintaining and improving emotional and physical health.
- Explain safety aspects involved in physical activity.
- Explain basic skills and rules involved in games and sports.
- Explain fundamental movement patterns.
- List the personal and community resources available.

Affective Objectives

- Have desirable attitudes toward physical fitness.
- Have confidence in their ability.
- Value the role of physical activity in promoting, maintaining, and improving emotional and physical health.
- Have understanding of differences in abilities and performance.
- Appreciate the strategies and techniques of game play.
- Appreciate the need for rules and cooperation.
- Value the safety of all participants.
- Value the availability of community and personal resources.

B. Required Instruction – Physical Education

Woodstock Elementary School (Grades K-3)

- All Woodstock students have physical education three times a week in a five-day cycle. Each class is 40 minutes.
- All physical education classes are co-educational.

Phoenicia Elementary School (Grades K-3)

- All Phoenicia students have physical education three times a week in a five-day cycle. Each class is 40 minutes.
- All physical education classes are co-educational.

In grades K-3, our classroom teachers, under the supervision of our PE teachers and the Director of Physical Education, integrate physical education lessons into the classroom when appropriate. The teachers have used programs such as the peaceful playground, dancing with Drew, no junk food in school, and maple syrup tapping.

Bennett Elementary (Grades 4-6)

- All Bennett students have physical education three times a week in a five-day cycle.
- All physical education classes are co-educational.

Onteora Middle School (Grades 7-8)

- All middle school students receive physical education instruction on alternating days for 42 minutes. All physical education classes are co-educational.

Onteora High School (Grades 9-12)

- All High School students in grades 9-12 receive physical education on alternating days for 42 minutes. All physical education classes are co-educational.

C. Curriculum Design

K-12 program goals and objectives are guided by the 2020 NYS Learning Objectives and National Physical Education Standards:

2020 New York State Physical Education Learning Standards

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

2020 National Physical Education Standards

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

The Ontario Central School District has aligned the K-12 Physical Education curriculum with the New York State Learning Standards. The Physical Education department will use the PECAT for curriculum management, design, review, and revision. The following examples of our K-12 curriculum maps are designed with appropriate assessments to measure student progress:

Physical Education: Grades K-1 Curriculum Map

September

“Building A Foundation”

- Standards: NYS, National, CCLS
- Assessments: Teacher Observation, Discussion
- Skills: Locomotor-Gallop, walk, run, jump, hop, slide, leap, skip.
- Content: Orientation and personal space; general space and creative moves; directionality temps and creative moves; movement concepts using hoops; body management and balance; pairing; following directions.
- Essential Questions: What is personal space? What is general space? What is open space? Why do we have safety rules and expectations? What would happen if we did not stay in our personal space?

October

“Kicking and Trapping”

- Standards: NYS, National, CCLS
- Assessments: Formative rubric, teacher observation, discussion
- Skills: Kicking; trapping; dribbling; eye-foot coordination; trap ball in a variety of ways; incorporate skills while moving; skills with partners
- Content: Ball maneuvering; foot identification; control; dribbling around obstacles; pass and trap; shadow dribble; kicking for distance; kicking for accuracy; passing in pairs; soccer golf; soccer keep away; triangle pass
- Essential Questions: How did I help my partner today? How did I stay safe while kicking today? How much force do I use to hit the target or pass the ball? How do I keep control of the ball while dribbling.

“Catching and Throwing”

- Standards: NYS, National, CCLS
- Assessments: Formative/Rubric, question & answer, discussion, observation
- Skills: Fundamental catching and throwing techniques; catching and throwing utilizing different size, weight, and shapes; rolling balls, underhand, overhead throwing for accuracy and distance; stationary targets; moving targets.

- Content: Utilizing partners for skill development; include self-toss and catch; ball game play and challenges; throwing and catching stationary and while moving.
- Essential Questions: Why do we step with opposite foot when throwing? Can you name important skills in throwing for distance. What do you need to know and be able to do in order to catch a ball consistently?

November

“Bean Bag Play”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion
- Skills: Tossing a bean bag; catching a bean bag; target throw; balance; sharing with a partner.
- Content: Students will demonstrate how to balance a bean bag on different body parts; demonstrate throwing at a target; using both hands to toss and catch; practice juggling to enhance eye hand coordination; manipulate and movement patterns using a bean bag.
- Essential Questions: Which hand did I throw with best? Did I maintain control of the bean bag while tossing and catching? How did I help my partner today?

“Hula Hoops Play”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion
- Skills: Locomotor skills; walk, jump, hop, run, gallop, side-slide, skip
- Content: Students will be able to demonstrate coordination, endurance, core strength, flexibility utilizing hula hoop play. Students will build confidence, improve attention span and learn cooperation through hula hoop play.
- Essential Questions: How long were you able to move the hula hoop around your waist without it dropping? How did I help my partner today? Did I follow all instruction while using the hula hoop?

December

“Scooter Play”

- Standards: NYS, National, CCLS
- Assessments: Formative/rubric, teacher observation, discussion
- Skills: Riding while sitting, laying, directionality.
- Content: Students will know and demonstrate safety rules and procedures of scooter play; game play on scooters.
- Essential Questions: How does scooter play help me become more physically fit? Name five safety rules of scooter play? And why are these rules important?

“Game Play”

- Standards: NYS, National, CCLS
- Assessments: Formative/rubric, observation, discussion
- Skill: Movement/locomotor skills; strategies; critical thinking; cooperation; self-control; health related fitness and motor skill development.
- Content: Games: stuck in the mud, turtle tag, numbers tag, sand sharks, holiday tag games, crazy cones, squirrels in the trees.
- Essential Questions: How can we stay safe when we are in the gym and playing games? How can I do the right thing so I help keep others safe? How do I know I am tagging my classmates safely? Explain why some activities make your heart beat faster.

January

“Parachute Play”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion
- Skills: Appropriate hold of the parachute; spacing; lifting; shaking; sitting Under; walking in synchronized fashion; following directions.
- Content: Emphasize teamwork and cooperation skills.
- Essential Questions: What is teamwork? Why is sharing important? How does good listening make the activity better for the team?

“Fitness/Nutrition”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion
- Skills: Locomotor skills; non-locomotor skills; critical thinking; finding Heartrate.
- Content: Students will demonstrate an understanding of the benefits of physical activity, health related fitness and nutrition.
- Essential Questions: What exercises can I do to keep myself physically fit and healthy? Why is optimal fitness important to have? What foods should I eat to stay healthy?

February

“Dance”

- Standards: NYS, National, CCLS
- Assessments: Rubric, observation, discussion
- Skills: Spatial awareness; motor control cultural awareness; partner and age group formations to encourage development of social, emotional awareness and skills.
- Content: Compares and contrasts locomotor movements conducted to even and uneven beats and tempos. Defines a variation of different types

of dances and their history. Explores movement concepts through dance.

- Essential Questions: How does dance help me to be physically fit? How can I help my partner or the group be successful in dance? How does dance help me concentrate?

March

“Jump Rope”

- Standards: NYS, National, CCLS
- Assessments: Rubric, observation, discussion
- Skills: Coordination; rhythm and timing; muscular strength and endurance; cardiovascular endurance; jumping and landing exploration; turning a short rope; turning a long rope.
- Content: Jumping and landing patterns; jump for distance; hurdling practice; stationary rope jumping; jumping rhythmically.
- Essential Questions: What is the difference between a hop and a jump? What is the same about a hop and a jump? What do I need to do in order to jump rope successfully? How can I help my partner when turning a long rope? How does jump rope help me stay healthy?

April

“Balance, Stunts, Tumbling”

- Standards: NYS, National, CCLS
- Assessments: Rubric, observation, discussion
- Skills: Vaulting; tumbling; balancing; rolling; bending; stretching; partner activities.
- Content: Introduction to stunts; basic body positions; static balancing; dynamic balances; yoga positions and movements; jumping and landing; weight transfers and rolls.
- Essential Questions: What is the difference between symmetrical and asymmetrical shapes? Explain the importance of a wide base of support versus a narrow base of support in balancing activities.

May

“Striking/Batting”

- Standards: NYS, National, CCLS
- Assessments: Rubric, observation, discussion
- Skills: Striking objects with hand. Striking using a variety of equipment such as a paddle, bat, etc.
- Content: Students will demonstrate the skills of batting and striking while incorporating a variety of games such as batter up, puddle circuit, etc.

- Essential Questions: What are the correct hand positions while striking and batting? How do I know that I am using appropriate safety strategies while striking and batting? What type of games use striking and batting?

June

“Special Games (Relays, Games and Field Day)”

- Standards: NYS, National, CCLS
- Assessments: Rubric, observation, discussion
- Skills: Chasing; dodging; fleeing; cooperation skills.
- Content: Incorporating different strategies for games and competition with emphasis on cooperation, sportsmanship, and health-related fitness.
- Essential Questions: How did I challenge myself during the lesson? How do I know I did my very best? Why is sportsmanship important in game play and competitions?

Physical Education: Grades 2-3 Curriculum Map

September

“Cooperative Games”

- Standards: NYS, National, CCLS
- Assessments: Rubric, Teacher Observation, Discussion
- Skills: Trust building; positive relationships; enhance communications; critical thinking; teamwork building; cooperation; enhancing listening.
- Content: Students will demonstrate team building, cooperation and the positive effects of working together. Students will be able to solve problems while working together in a team setting.
- Essential Questions: How do we interact with others during physical activity? Why is cooperation in a team setting important? What are the benefits of working together. How do you build trust?

“Fitness-Personal Best Day”

(Done every month for the duration of the year)

- Standards: NYS, National, CCLS
- Assessment: Rubric, Observation
- Skills: Goal setting; FITT Principle; 5 Components of Fitness.
- Content: 6-minute run (increase as year progresses), 30 second push up, 60 second curl up, FITT plan
- Essential Questions: Why do we set fitness goals? How do they help us? What does FITT stand for? Give an example of each. Have I improved? What are realistic goals?

October

"Soccer/Kicking and Trapping"

- Standards: NYS, National, CCLS
- Assessment: Rubric, Teacher Observation, Questions and Answers
- Skills: Kicking; trapping; passing; kicking for accuracy.
- Content: Students will be able to demonstrate kicking, passing and trapping utilizing various techniques.
- Essential Questions: What are the proper kicking techniques used when kicking a soccer ball, a football, a kickball, etc. How did I help my partner today?

November

"Bean Bag Games"

- Standards: NYS, National, CCLS
- Assessment: Rubric, Teacher Observation
- Skills: Tossing; catching; balancing; target throw.
- Content: Students will demonstrate a variety of balancing, catching and and throwing techniques utilizing a bean bag.
- Essential Questions: How did I help my partner today? Which hand do I prefer when throwing and catching? Which hand is my "dominant" hand?

December

"Scooter Play"

- Standards: NYS, National, CCLS
- Assessment: Rubric, Teacher Observation
- Skills: Laying, sitting, riding on scooter. Scooter exploration utilizing a variety of muscle movements.
- Content: Students will demonstrate proper safety rules while using their scooters. Students will demonstrate a variety of movements while navigating scooters.
- Essential Questions: Why is it important to stay in control while navigating my scooter? How can I help myself and others stay safe while playing scooter games?

January

"Parachute/Snowshoeing"

- Standards: NYS, National, CCLS
- Assessment: Rubric, Teacher Observation
- Skills: (P) Appropriate holding of parachute; lifting; shaking parachute.
(S) Walking in snowshoes; traversing in snow terrain in snowshoes.
- Content: (P) Team building skills and cooperation through parachute play.
(S) Students will demonstrate how to appropriately put on snowshoes and traverse snow and terrain.

- Essential Questions: (P) What is teamwork? Why is sharing important?
(S) Why is it important to properly wear snow shoes? Why does wearing snow shoes make it easier to walk in snow?

February

“Striking Games”

- Standards: NYS, National, CCLS
- Assessment: Teacher Observation, Rubric
- Skills: Forearm pass; overhead pass; underhand serve; batting from tee; soft toss; self-toss; stick handling; dribbling; passing; shooting.
- Content: Students will be able to perform the proper skills while passing in volleyball. Students will be able to hit from a tee while batting. Students will be able to hold the hockey stick appropriately.
- Essential Questions: What are the safety concerns while playing hockey and batting? How do I hold the hockey stick and bat properly? What are the two basic hits in volleyball? What is an offensive and defensive strategy in volleyball?

March

“Dance”

- Standards: NYS, National, CCLS
- Assessment: Teacher Observation, Rubric
- Skills: Dance movements; cooperation in working in pairs and groups; movement patterns.
- Content: Students will demonstrate and understand cultural awareness and a variety of movement concepts related to dance.
- Essential Questions: What is dance? What is rhythm? What is movement expression? why is dance an important factor in diverse cultures?

April

“Throwing/Catching”

(Football/Frisbee)

- Standards: NYS, National, CCLS
- Assessment: Teacher Observation, Rubric
- Skills: Throwing overhand; throwing underhand; throwing at a target for accuracy.
- Content: Catching with two hands; catching with one hand; self-toss and catch; partner toss and catch.
- Essential Questions: Why do we step forward with the opposite foot while throwing? What are the proper cues we must know to throw a football, frisbee, etc.? What type of throw is considered a “good throw?” Describe the proper technique in proper catching of a ball or frisbee.

May

“Balance and Tumbling Stunts”

- Standards: NYS, National, CCLS
- Assessment: Teacher Observation, Rubric, Discussion
- Skills: Vaulting, jumping, leaping, rolling, balancing, various gymnastic stunts.
- Content: Students will be able to demonstrate a variety of balances, stunts and a combination of patterns and movements.
- Essential Questions: How did I challenge myself during the lesson? How did I keep myself and others safe during physical activity? Why is concentration and patience important to be successful in learning stunts?

June

“Field Day/Outdoor Games”

- Standards: NYS, National, CCLS
- Assessment: Summative assessment Rubric, Teacher Observation, Discussion
- Skills: Chasing; dodging; fleeing.
- Content: Students will demonstrate an understanding of strategies while participating in a variety of games and field day games.
- Essential Questions: Why is it important to follow the rules of a game? What are five important concepts I learned about physical activity?

Physical Education: Grades 4-6 Curriculum Map

September

“Cooperative Games”

- Standards: NYS, National, CCLS
- Assessment: Teacher observation, rubric, summative assessment-quiz/test discussion-question and answer.
- Skills: Collaboration; working together in groups, partners, as a team.
- Content: Group cooperative games and challenges which require listening, critical thinking, communication, patience and leadership.
- Essential Questions: Did I make positive contributions to the group? Did I listen to try and understand first before being understood?

“Fitness”

- Standards: NYS, National, CCLS
- Assessment: Teacher Observation, rubric, summative assessment-quiz/test, discussion-question and answer.
- Skills: Cardiovascular and muscular activities; fitness games; critical thinking.
- Content: Students will demonstrate an understanding of the FITT principal

and components of health-related fitness. Students will apply knowledge to related activities and self-assess their progress. Preassessment benchmarks established.

- Essential Questions: What new fitness concepts did I learn and how can I apply them to my personal fitness goals?

October

"Soccer"

- Standards: NYS, National, CCLS
- Assessment: Teacher observation, rubric, discussion-questions and answers, summative-quiz/test.
- Skills: Kicking; passing; shooting; goalkeeping; formations; heading; throwing.
- Content: Concepts around tactical strategy. Students will demonstrate an understanding of concepts around game play and rules.
- Essential Questions: Why is it important to understand the rules of the game? How does utilizing the proper techniques of each skill help by team become more effective?

"Ultimate Frisbee/Football"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, summative-test/quiz.
- Skills: Throwing; catching; running; tagging; critical thinking.
- Content: Students will demonstrate an understanding of the key elements of game play in ultimate frisbee/football. Students will demonstrate the skills necessary to be successful in frisbee/football.
- Essential Questions: Did I help my team today? Did I understand all of the rules?

November

"Volleyball"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, summative-quiz/test
- Skills: Forearm pass; overhead pass; serving; spike.
- Content: Students will demonstrate the skills necessary to engage in a volleyball game. Students will explain the scoring format of a volleyball match.
- Essential Questions: How does understanding the rules and scoring of volleyball assist in the proper flow of play?

“Archery”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, summative-quiz/test.
- Skills: Identify parts of the bow, hand grip, and target.
- Content: Students will demonstrate an understanding of the skills, rules and techniques of archery.
- Essential Questions: How does understanding the proper techniques in archery help my classmates? How do I help my teammates stay safe?

December

“Basketball”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, summative-quiz/test.
- Skills: Dribbling; passing; shooting; critical thinking.
- Content: Students will know the rules and scoring of the game. Students will demonstrate the appropriate skills necessary for successful game play.
- Essential Questions: Did I play to the best of my ability? Did my performance assist my teammates?

“Tag Games”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, summative-quiz/test.
- Skills: Throwing; tossing; catching; running; fleeing; chasing; balance; Agility; critical thinking.
- Content: Students will demonstrate understanding of sportsmanship and other positive character traits. Students will understand the application and importance of fitness with respect to game play.
- Essential Questions: What components of fitness are used in tag games?

January

“Fitness”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, midyear assessment, progress monitoring.
- Skills: Muscular strength activities; cardiorespiratory activities; muscular endurance activities; flexibility activities; target heart rate.
- Content: Students will demonstrate ability to participate in a variety of fitness activities and gauge their progress from the start of the year (benchmarks).

- Essential Questions: Why do we set fitness goals? How have I improved my overall fitness goals from the start of the year? How can I continue to improve my fitness levels?

“Snowshoeing”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Stamping; edging; trail break; turning around in stride; traversing a slope.
- Content: The student will demonstrate how to equip themselves, get up from a fall, blaze a trail, and descend/traverse a slope.
- Essential Questions: How can snowshoeing contribute to lifetime fitness goals?

February

“Jump Rope”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, summative-quiz/test.
- Skills: Jumping, landing, turning, balancing, hopping, differentiate cadence.
- Content: Students will demonstrate a variety of different types of jumping and turning, including partner and group jumping.
- Essential Questions: How does jumping rope keep me physically fit and healthy? How does jumping rope build my confidence?

“Dance”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, Summative-quiz/test
- Skills: Movement skills, creative movement, stepping, hopping, sliding, etc.
- Content: Students will engage in a variety of difficult dances. Students will understand and perform a variety of difficult rhythms, movement concepts, tempos, and beats.
- Essential Questions: How does cooperation play a vital role in successful dance routines? Why is practicing dance steps so important?

March

“Kidnastics”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, Summative-quiz/test
- Skills: Balancing, rolling, tumbling, wheeling, jumping, vaulting, skipping, creative movement.
- Content: Students will be able to demonstrate body control while performing

gymnastics movements.

- Essential Questions: How did I keep myself safe during the lesson? How did I keep others safe during the lesson?

“Floor Hockey”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, Summative-quiz/test
- Skills: Proper manipulation of hockey stick, shooting, passing, travelling with stick and puck, travelling with stick without puck.
- Content: Students will be able to demonstrate safe skill techniques while playing hockey. Students will demonstrate understanding of all hockey rules.
- Essential Questions: How can we move safely travelling around the gym holding our hockey sticks? What skills do I need to have while playing hockey to ensure successful gameplay? What are five important safety facts I should know while playing hockey?

April

“Baseball/Softball”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, Summative-quiz/test
- Skills: Striking, base running, tagging up, ready position, fielding.
- Content: Students will demonstrate an understanding of the skills, concepts, and rules of baseball and softball.
- Essential Questions: How did I challenge myself today? How can I keep myself and others safe while playing softball/baseball?

“Team Games”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, Summative-quiz/test
- Skills: Running, tagging, dodging, collaboration, cooperation, catching, throwing, kicking, striking, critical thinking, locomotor and non-locomotor movements.
- Content: Students will be able to work collaboratively while playing various team games.
- Essential Questions: How did I appropriately and successfully collaborate and cooperate while engaging in the lesson?

May

"Tennis"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, summative-quiz/test.
- Skills: Tennis grip; stance; leadup skills for forehand, backhand; self Volley; volley; modified leadup games.
- Content: Students will be able to demonstrate introductory/modified skills associated with tennis.
- Essential Questions: How will I know the proper skills and techniques that assisted my performance? How do I assist myself and my teammates in being safe while playing?

"Lacrosse"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, Summative-quiz/test
- Skills: Grip; stance; cradling; scooping; passing; catching.
- Content: Students will be able to demonstrate introductory/modified skills associated with lacrosse.
- Essential Questions: How will I know I performed the appropriate skills while playing lacrosse? What are five safety components I must use in order to keep me safe and my classmates safe?

"Track and Field"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, Summative-quiz/test.
- Skills: Sprinting; running; throwing; hurdling; leaping; racing; stretching; fitness components.
- Content: Students will be able to perform a variety of different activities for track and field with proficiency.
- Essential Questions: How will track and field activities keep me physically fit?

"Fitness"

- Standards: NYS, National, CCLS
- Assessments: Summative teacher observation, final assessment on fitness goals, rubric.
- Skills: Activities related to health-related physical fitness; target health Rate; FITT principle.
- Content: Students will demonstrate a full understanding of fitness components and how they relate to a healthy productive lifestyle.

- Essential Questions: Did I achieve my fitness goals for the year? How will physical fitness help for a lifetime?

“Outdoor Education & Recreation Games”

“Field Day”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, summative-final exam.
- Skills: Chasing; dodging; fleeing.
- Content: Students will demonstrate cooperation and teamwork for each activity. Students will demonstrate how to differentiate strategies appropriate for each of the games.
- Essential Questions: How did I challenge myself in the lesson today? How did cooperation assist in making the activities fun and successful?

Physical Education: Grades 7-8 Curriculum Map

September

“Syllabus/Locker Distribution” (Week 1)

- Content Overview
- P. E. Syllabus
- New York State Learning Standards, CCLS

“Cooperative Games” (Week 2-3)

- Standards: NYS, National, CCLS
- Assessments: Teacher Observation.
- Skills: Interactive game play, building trust, teamwork.
- Content: Students will demonstrate positive experiences working with classmates during cooperative games.
- Essential Questions: How can competition bring people together to work towards a common goal? How does recognizing another student’s strengths and weaknesses help a team accomplish more together?

“Fitness Assessment” (Week 2-4)

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Cardiovascular exercises, weight training, flexibility, stretching.
- Content: Students will demonstrate an appreciation and understanding of the importance of physical fitness and lifelong fitness.
- Essential Questions: What can we do to be physically active and why is this important? How does fitness affect my body?

“Tennis”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Grip, swing preparation, swing motion (forehand/backhand), rallying with a partner.
- Content: Understand scoring and rules. Difference between receiving serve and serving,
- Essential Questions: Why is controlling the tennis ball off the racquet the most important part of tennis? How will control of the tennis ball help you become a better player?

October

“Soccer”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Ball control, dribbling, defending, player movement on the field.
- Content: Review of basic soccer rules, passing and moving to open space, getting open to receive a pass, defending against an opponent, controlled pass.
- Essential Questions: How do I support my teammate who has the ball? What types of movement can I use to get open? How does playing as a team improve our chances of success?

“Flag Football”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Throwing and catching a football, route running, defensive positioning, blocking.
- Content: Basic rules and scoring, strategy of route running, different positions in flag football.
- Essential Questions: How will route running help your team move the ball? What are the roles of the different positions?

November

“Adventure Activities”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Communication, Cooperation, Trust building, Teamwork, problem solving.
- Content: Techniques for working together, safety protocols around spotting and belaying. Understanding different roles within a group.
- Essential Questions: How can students solve problems/challenges while working in

groups? What are the different roles within a group when trying to achieve these goals? How do these roles help you accomplish the goal?

“Orienteering”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Pacing off distances, shooting a bearing, traveling along a bearing, navigating obstacles.
- Content: Parts of the compass and how they work, navigating easy terrain and difficult terrain, Geocaching, using a compass for survival.
- Essential Questions: What are the different parts of the compass and how are they used? How do you use a compass to follow a course? What can orienteering allow you to do outside of school?

December

“Basketball”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Dribbling, passing, shooting, defending, screening.
- Content: Using skills to get an open shot, on ball movement/screening, off ball movement/screening, skill development games (HORSE, Around the world, 51), zone and person to person defenses, 3 on 3 rules and game play.
- Essential Questions: How are the skills and strategy brought together in a game of 3 on 3? What are some different roles within a basketball team? How does each role help the team?

January

“Kidnastics”

(Balance, stunts, tumbling)

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Tumbling, balance positions, partner/team balances, rhythm and timing of movements.
- Content: Moving the body in many different ways, balance strengthening the body, flexibility helping with balance and movement.
- Essential Questions: How can you coordinate different movement patterns into a routine that includes rhythm and timing? What benefits come from moving your body in new and different ways?

"Fitness Assessment"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Cardiovascular exercises, weight training exercises, plyometrics, stretching, flexibility skills.
- Content: Students will demonstrate an appreciation and understanding of the importance of physical fitness and lifelong fitness.
- Essential Questions: What can we do to be physically active and why is this important?
How does fitness affect my body?

"Volleyball"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Forearm pass, set, serve (overhand and underhand).
- Content: Ready position, how to cover the court with your team, advantages of using 2 or 3 hits to return the ball, scoring, service rotation, serve reception.
- Essential Questions: Why is execution of a serve essential to the game of volleyball? How do you make sure that you are ready during the game? Why is being attentive and ready so important to the game?

February

"Badminton"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Backhand/forehand serve, BH/FH clear, drop shot.
- Content: Rules and scoring, serve rotation for doubles and how it relates to score, hitting to open space, mixing up shot selection.
- Essential Questions: How does score relate to which service box to serve from? How can students mix up shot selection to help them win points?

March

"Hockey"

(Field/Floor)

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Puck/ball control, passing, dribbling, defending in hockey.
- Content: How to play safely, rules of the game, strategies (puck movement, using the wings, clearing the puck wide), zone/positions.
- Essential Questions: How do positions help your team cover the playing area? What does playing floor/field hockey safely look like? How does strategy help your team play well together?

April

"Pickleball"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Hand eye coordination, paddle grip, ready position, swing motion (forehand and backhand), underhand serve, volley.
- Content: Rules and scoring, strategy to score points, advantage of getting to the non-volley line, working with a teammate to cover the court.
- Essential Questions: How does the double bounce rule effect strategy? How does hitting deep in the court help your team win points?

"Archery"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Stringing and unstringing bow, shooting techniques, stance, target shooting.
- Content: Students will demonstrate proficiency in stringing and unstringing a bow, proper stance, nocking and shooting technique, point of aim, knowledge of scoring, utilize safety precautions.
- Essential Questions: How can archery be done with safety in mind? How does technique help with accuracy?

May

"Golf"

(Disc)

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Grip, stance, posture, swing motion, contacting the ball cleanly.
- Content: Stoke play scoring, etiquette, swing motion (basics), different clubs and their uses, playing a modified course.
- Essential Questions: What are the physical benefits of playing golf? How do fundamentals help improve skills?

"Softball/Wiffleball"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Throwing, catching, batting, fielding, running the bases.
- Content: Rules and scoring, where to go with the ball when it is hit to you, covering your position.
- Essential Questions: When the ball is hit to me, where should I throw the ball to prevent the other team from advancing on the base paths? How do the positions work together to cover the entire field?

June

"Fitness"

(Post Assessments)

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Cardiovascular exercises, weight training, flexibility, stretching.
- Content: Students will demonstrate an appreciation and understanding of the importance of physical fitness and lifelong fitness.
- Essential Questions: What can we do to be physically active and why is this important? How does fitness affect my body? How do my scores on the fitness test relate to earlier in the year? What do my scores tell me about my fitness?

"Outdoor Games/Field Day"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Frisbee throwing for accuracy, underhand tossing.
- Content: Rules and scoring of various outdoor games, appreciation of competing fairly while enjoying the activity, appropriate social interactions during the activity.
- Essential Questions: How does strategy help you achieve your goals of scoring as many points as possible? How does playing partner/team games provide an opportunity for positive social interactions?

Physical Education: Grades 9-12 Curriculum Map

September

"Syllabus/Locker Distribution (Week 1)"

- Content Overview
- P. E. Syllabus
- New York State Learning Standards; CCLS

"Cooperative Games"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion
- Skills: Basic locomotor, hand/eye coordination, tracking, trust activities, team building games, problem solving activities.
- Content: Students will be able to display personal responsibility and social skills. Students will model support towards individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.
- Essential Questions: Why are cooperative games an integral part of Physical Education?

How are the fitness components involved in cooperative games?
Why is teamwork important? Why is it important to implement rules for game play? How can cooperative games be applied to life situations?

“Personal Fitness”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Cardiovascular exercises, weight training exercises, plyometrics, stretching, flexibility skills.
- Content: Students will demonstrate an appreciation and understanding of the importance of physical fitness and lifelong fitness.
- Essential Questions: What can we do to be physically active and why is this important?
How does fitness affect my body?

October

“Archery”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Stringing and unstringing bow, shooting techniques, stance, target and clout shooting.
- Content: Students will demonstrate proficiency in stringing and unstringing a bow, proper stance, nocking and shooting technique, point of aim, knowledge of scoring, utilize safety precautions.
- Essential Questions: How will knowing the rules of archery help in target shooting? How do I stay safe while participating in the archery lesson?

“Ultimate Frisbee”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Backhand and forehand throwing, catching, side arm throws, rules interpretation.
- Content: Students will be able to demonstrate throwing and catching with proficiency. Students will understand the rules and tactical aspects of the game.
- Essential Questions: Why is it important to understand the rules of the game and how does this affect my team’s performance?

November

"Soccer"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz
- Skills: Dribbling, passing, trapping, shooting, moving to open space, offensive and defensive strategies, small sided team tournament concept.
- Content: Students will demonstrate an understanding of the tactical and technical aspects of game play.
- Essential Questions: What are the rules, skills, and game strategies involved in soccer? How do teamwork and sportsmanship affect game play?

"Volleyball"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Passing, setting, attacking, serving, rotation, scoring, officiating.
- Content: Students will demonstrate an understanding of the skills needed for the technical and tactical aspect of game play at the recreational level. Students will be proficient in the concept and skill of officiating for the purpose of fair play and sportsmanship.
- Essential Questions: What are the rules, skills, and game strategies involved in volleyball? How do teamwork and sportsmanship affect game play? How does participation in volleyball improve physical fitness?

"Flag Football"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Throwing, catching, blocking, route running, defensive coverage.
- Content: Students will demonstrate how each position is essential for a team to be successful (whole is the sum of its parts). Students will demonstrate different movements and skills required for football. Fitness will be incorporated. Students will understand how the use of proper offensive and defensive strategy will lead to team success.
- Essential Questions: What is the importance of each position in football to the overall team success? How does participation in football improve physical fitness? How does the understanding of game strategy help the team achieve the goal of winning the game?

December

"Fitness Circuit"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.

- Skills: Principles of overload, progression, and specificity FITT.
- Content: Students will understand the concept of circuit training and how to incorporate it into their fitness routine to achieve and maintain a health enhancing level of physical fitness.
- Essential Questions: How would you apply the components of health-related fitness to activities of daily living?

“Weight Training”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Proper lifting and spotting of various weight training exercises. Identification of the major muscles.
- Content: Students will understand muscular strength and muscular endurance. Students will demonstrate the proper form of the major lifts associated with weight training. Students will create an individualized workout that incorporate the proper sets and reps in relation to their fitness goal.
- Essential Questions: How does muscular strength differ from muscular endurance? What is resistance training and how does it differ from weight training? What distinguishes a strength workout from an endurance workout?

January

“Basketball”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Dribbling, passing, shooting form, footwork, rebounding.
- Content: Student will understand offensive and defensive strategies, rules, terminology, team concepts. The student will demonstrate proper shooting form using the acronym B.E.E.F.
- Essential Questions: How can the sport of basketball contribute to my long-life health and wellness? Why is it important to have different positions in basketball?

“Tchoukball”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Throwing, catching, shooting, spatial awareness.
- Content: The student will understand the rules and how they contribute to this non-defensive sport. The student will demonstrate both the lob and javelin throw.
- Essential Questions: How do teamwork and sportsmanship affect game play? Why is positioning and strategy important to scoring?

“Weight Training”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Proper lifting and spotting of various weight training exercises. Identification of the major muscles.
- Content: Students will understand muscular strength and muscular endurance. Students will demonstrate the proper form of the major lifts associated with weight training. Students will create an individualized workout that incorporate the proper sets and reps in relation to their fitness goal.
- Essential Questions: How does muscular strength differ from muscular endurance? What is resistance training and how does it differ from weight training? What distinguishes a strength workout from an endurance workout?

February

“Badminton”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Backhand and forehand serve, Different shots (clear, drop, drive, smash). Footwork, timing, shot placement, and pace.
- Content: The student will demonstrate their knowledge of serving rules, scoring, and rotation. The student will understand the recreational benefits of badminton as lifetime fitness activity.
- Essential Questions: Why is it important to develop hand/eye coordination in the sport of badminton? What are some strategies teams can use to improve gameplay?

“Snowshoeing”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Stamping, edging, trail break, turning around in stride, traversing a slope.
- Content: The student will demonstrate how to equip themselves, get up from a fall, blaze a trail, and descend/traverse a slope.
- Essential Questions: How can snowshoeing contribute to lifetime fitness goals?

“Weight Training”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Proper lifting and spotting of various weight training exercises. Identification of the major muscles.

- Content: Students will understand muscular strength and muscular endurance. Students will demonstrate the proper form of the major lifts associated with weight training. Students will create an individualized workout that incorporate the proper sets and reps in relation to their fitness goal.
- Essential Questions: How does muscular strength differ from muscular endurance? What is resistance training and how does it differ from weight training? What distinguishes a strength workout from an endurance workout?

March
“Floor Hockey”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Dribbling, passing, shooting, receiving, stick control, goalkeeping.
- Content: The student will understand the offensive and defensive positioning needed to play the game of hockey. The student will demonstrate dribbling to space, passing to a teammate, and shooting on goal.
- Essential Questions: What are the rules, skills, and game strategies used in floor hockey? How does participation in floor hockey improve physical fitness?

“Pickleball”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Serving, forehand, backhand, smash, stroke choice and placement.
- Content: The student will demonstrate the drop serve, volley, lob shot, forehand, and backhand. The student will understand the importance of shot placement based on the opposing teams shot and court position.
- Essential Questions: How does pickleball differ from tennis? How can playing pickleball enhance your communication and social skills?

“Weight Training”

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Proper lifting and spotting of various weight training exercises. Identification of the major muscles.
- Content: Students will understand muscular strength and muscular endurance. Students will demonstrate the proper form of the major lifts associated with weight training. Students will create an individualized workout that incorporate the proper sets and reps in relation to their fitness goal.
- Essential Questions: How does muscular strength differ from muscular endurance?

What is resistance training and how does it differ from weight training? What distinguishes a strength workout from an endurance workout?

April

"Disc Golf"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Throwing in opposition, backhand, forehand, hammer throw. Level wind up and follow through.
- Content: The student will understand how wind and distance will affect the flight of the disc. The student will demonstrate a variety of throws with different grips and positions.
- Essential Questions: How does disc golf improve lifelong fitness?

"Gymnastics"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Locomotor and non-locomotor skills, upper body strength and Flexibility.
- Content: The student will demonstrate a forward roll, backward, cartwheel, round off, and balance stances. The student will understand how a routine is developed in recognition to one's skill level and competition.
- Essential Questions: What different ways can the body move given a specific purpose?
-

"Bowling"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Approach step, ball fit and weight, arm swing, timing, release, and finishing position.
- Content: The student will demonstrate the proper scoring and etiquette needed for the sport of golf. The student will understand how bowling can contribute to an active adult lifestyle.
- Essential Questions: Why would you need to know how to score a bowling game when it is done electronically? How do you use power and coordination in bowling?

"CPR"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz
- Skills: Check, call, and care. Chest compressions at 100-120 per minute
- Content: Students will understand and demonstrate the proper skill

associated with Hands Only CPR.

- Essential Questions: How does knowing CPR benefit me and my community?

May

"Golf"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz
- Skills: Chipping, putting, and full swing with a variety of golf clubs.
- Content: Students will demonstrate the proper golf swing while striking a golf ball towards their intended target. Students will understand how to score a golf round while maintaining safe play and integrity.
- Essential Questions: How can the game of golf be incorporated into lifelong health and wellness?

"Softball"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Throwing, catching, hitting, base running, tracking.
- Content: Students will demonstrate proper throwing in opposition, catching with a glove, striking a ball with a bat that is either pitched or off a tee, making the proper turn while running around the bases, and defensive strategies associated with the game of softball. Students will understand the rules, scoring, and safety measures needed to ensure fair and safe play.
- Essential Questions: How do teamwork and sportsmanship affect game play? How does participation in softball improve physical fitness and promote lifelong fitness?

"Fitness Assessment"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Sprinting, jogging, upper body strength movement (push up/pull up), sit ups, flexibility exercises.
- Content: Students will demonstrate several fitness "test" movements to gain a summative assessment score used for the development of a fitness program.
- Essential Questions: What areas of the fitness test do you need to make improvements in and why? What are the benefits of an increase in muscular strength, muscular endurance, muscular flexibility, and cardiorespiratory fitness?

June

"Outdoor Games"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz

- Skills: Teamwork, hand/eye coordination, social interaction, community resource knowledge.
- Content: Students will demonstrate and understand a variety of outdoor games and how to incorporate them into their lives. Games may include but not limited to Kan Jam, Ladder Ball, Spike Ball, croquet, bocce, corn hole, and horseshoes.
- Essential Questions: How can recreational games provide a positive social activity that can lead to an active adult lifestyle?

Physical Education Electives

None offered at this time.

Title IX Compliance

“No person in the United States shall, on the basis of sex, be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal assistance.”

The Onteora Central School District Physical Education plan meets the Federal Title IX guidelines.

The Onteora Central School District offers the same physical education programs to all students in grades K-12 in co-educational classes. Differentiated instruction is based on ability, not gender. The physical education department understands that each student is entitled to an equal opportunity to participate in physical activities that will benefit the needs, interests, and values of each individual.

D. Adapted Physical Education

Adapted physical education (APE) is a specifically designed program of developmental activities, games, sports, and rhythms suited to the interests, capabilities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical program. The safety of students must be considered when planning and implementing APE programs. The Individuals with Disabilities Education Act require that special education, including instruction in physical education, be provided at no cost to parents. APE may be supplemented by related services, intramurals, sports, athletics, or other experiences that are not primarily instructional. However, these services cannot be provided in place of an APE program. An APE service must be identified in the student’s IEP.

- a. Integration-All students (K-12) are integrated whenever possible. The self-contained grades K-3 classrooms come to physical education with the grade level of most of the

- students in the class. The self-contained 4-6 class come to physical education with their grade level.
- b. Special classes-Modified physical education classes are offered when necessary. If a student's IEP specifies an adapted physical education class, then one will be provided and offered.
 - c. Use of classroom aides-Special education aides and/or teaching assistants are available to those physical education classes that require assistance based on IEP, 504 plans, or medical necessity.

E. Attendance

All absences will result in loss of daily points unless the class is made up within 2 weeks.

No Jewelry

Necklaces, watches, rings, bracelets, hoop earrings are not allowed. (Stud earrings will be permitted).

Makeups/Classes

Students who miss a class are expected to make-up the missed class to earn credit with the exception of school sponsored events (sports contests, field trip, music rotation, etc.). The class absence must be a legal absence from school in order to be eligible for a make-up.

The class must be made-up by the student within two weeks of returning to school from the date of that absence. If the class is not made up during that time period, a zero will be entered into the grade book. Students have two options to make up a P. E. class:

1. Students may make up during lunch. This make up will be offered in the fitness facility (one 30-minute session or two 15-minute sessions).
2. Students may attend make up class after school. This will be offered during week 2, 4, 6, 8 and 10 of the quarter in the fitness facility or on the track. For this option, the students must participate for a total of 30 minutes.

Locker room procedures

Students must enter and exit the locker room using the doors in the gym. Students have up until 4 minutes after the bell to be changed and out of the locker room. Students are responsible for locking up all of their belongings.

Medical excuses

All medical excuses must be cleared through the school nurse prior to attending Physical Education class. Students who are unable to participate in Physical Education class due to injury and/or other medical reasons will be provided alternative assignments to earn credit. For long term medical excuses, the student should consult with their Physical Education teacher for alternative assignments.

**ANY INJURIES OCCURRING IN CLASS MUST BE REPORTED TO THE INSTRUCTOR
IMMEDIATELY**

E. Grading Policy

a. Phoenicia/Woodstock Elementary (Grades K-3)

Onteora Central School District incorporates grades for K-3 based on the assessments within the curriculum. Class participation, performance and completion of skills are used to determine a composite grade. The report card utilizes descriptors.

“Demonstrates mastery of kindergarten (or first grade) motor and manipulative skills.”
(Grades K, 1 only)

“Demonstrates mastery of fundamental skills and principles.” (Grades 2, 3 only)

“Demonstrates appropriate personal and social behavior.” (Grades K-3)

“Participates appropriately in physical education.” (Grades K-3)

Grading Rubric:

Level 4 – Student exceeds expectations.

Level 3 – Student expectations met.

Level 2 – Student progressing towards meeting expectations.

Level 1 – Student expectations not met.

Bennett Elementary School (Grades 4-6)

The grading utilized for physical education is based on assessments from the curriculum. Descriptors are used as well as a “grading rubric” to determine composite score/report card grades. Descriptors are:

“Demonstrates mastery of fundamental skills and principles.” (Grade 4 only)

“Demonstrates competency in physical activities this quarter.” (Grades 5, 6 only)

“Demonstrates appropriate personal and social behavior.” (Grades 4-6)

“Participates appropriately in physical education class.” (Grades 4-6)

Grading Rubric:

Level 4 – Student exceeds expectations. (90%+)

Level 3 – Student meets expectations. (70-89%)

Level 2 – Student progressing towards expectations. (50-69%)

Level 1 – Student does not meet expectations. (0-49%)

N/A – Not assessed.

Onteora Middle School (Grades 7-8)

In physical education class, students are graded in 3 areas:

Participation (80%): Warm-up, effort, contribution to class discussions, sportsmanship, on task, attitude, on time being prepared, safety, cooperation.

Written Assessments (10%):

Skill Assessments (10%):

Onteora High School (Grades 9-12)

In physical education class, students are graded in 3 areas on a daily rubric of 10 points.

Participation (80%)

Class Attendance	2
Changing/proper attire	2
Participation/effort	2
Cooperation/effort	2
Skill development	2

Written Assessments (10%)

Skill Assessments (10%)

Personnel

The Onteora Central School District employs fully certified Physical Education teachers for grades K-12. All teachers' certifications are on file in the Human Resource office.

b. The Director of Physical Education, Health, Athletics/Dean of Students

The Director of Physical Education, Health, Athletics/Dean of Students holds a permanent certification in Physical Education and School Building Leader and School District Leader provisional certification.

G. Facilities

The Board of Education of the Onteora Central School District strives to provide adequate and appropriate facilities for physical education instruction and intramural and interscholastic participation. Each building as a gymnasium(s) plus outdoor facilities. Our high school has a brand new 1,750 sq. ft. fitness center that will be used for physical education classes as well as for after school student usage for middle and high school (Monday-Friday) through our intramural program. Intramurals is housed at the high school/middle school as well as the elementary buildings. Interscholastic athletics utilizes all buildings and fields. In district groups and community groups may utilize the school facilities upon approval of the Superintendent or his/her designee.

Please see Policy #3280 (Community Use of School Facilities) for further information.

Onteora High School

Gymnasium
Fitness center
Physical Education office (2)
Locker room (2)
Athletic Trainer room
Director of Physical Education, Health, Athletics/Dean of Students office
Athletic Secretary office
Football field (multipurpose i.e.: soccer, field hockey)
Six lane track
Field Hockey field
Wrestling auxiliary gym
Soccer field
Baseball field
Softball field
Football practice field

Onteora Middle School

Gymnasium
Physical Education office (2)
Locker room (2)
Field Hockey field (shared with HS)
Soccer field (shared with HS)
Football practice field (shared with HS)
Softball field (shared with HS)
Track (shared with HS)
Football field (shared with HS)

Bennett Elementary School

Gymnasium
Playground
Practice multipurpose field
Physical Education office

Phoenicia Elementary School

Gymnasium
Playground
Multipurpose field
Physical Education office
Softball field

Woodstock Elementary School

Gymnasium

Playground
Multipurpose field
Physical Education office

H. Administrative Procedures/Policies

a. Physical Examination requirement for students:

Physicals: “NYSED requires a physical exam for new entrants and students in grades Pre-K or K, 1, 3, 5, 7, 9 and 11; annually for interscholastic sports; and working papers as needed; or as required by the Committee on Special Education (CSE) or Committee on Pre-school Special Education (CPSE).”

Athletes may use their personal physician’s physical as long as it clearly states that they are cleared for athletic participation. Athletes should return forms to the school nurse along with their parent permission form (this process is completed through FamilyID). The school Medical Director will review the physical and give final clearance for participation in athletics.

Student-athletes may request a physical by the school physician which will be scheduled for the student. All physicals are valid for a 12-month period.

Parent permission forms:

Each parent/legal guardian must register their child on FamilyID and must be fully cleared by the Medical Director before participation/practice may begin for the student-athlete. The online registration outlines the health history of the student and signifies consent by the parent/legal guardian for participation.

Concussion Management

The Onteora Central School District places student safety as the highest priority. The district recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and recreational activities. Concussions can have serious consequences if not managed carefully. Therefore, the Board of Education has adopted policy #7422, concussion management, to support the proper evaluation and management of head injuries, including immediate removal from play, appropriate protocols instituted and training for district wide personnel.

Onteora Central School District Concussion Return to Activity Protocol

- This protocol applies to all students who have been diagnosed with a concussion, regardless of where the concussion occurred.
- The student must be free of concussion symptoms for at least 24 hours before clearance to start the protocol.
- Student must be cleared by personal medical provider to return to activity.

- After receiving clearance from the private medical provider, the **District Medical Director must provide clearance for the student to begin the Protocol steps.**
- The protocol is designed to introduce graded levels of activity.
- Students will be monitored through the steps by District Nurses, Physical Education Teacher, Coaches, or Athletic Trainer. Monitoring should be documented and forwarded to the nursing staff to be sent to the District Medical Director for the final clearance. **The original documentation will be maintained in the student's cumulative health record.** Once the District Medical Director has received the documentation of completion, **the District Medical Director will provide the final clearance for the student to return to full activity.**
- Each level of activity should be of at least one day of duration.
- The student should remain symptom free at each level before progressing to the next level.
- If symptoms return at any level of activity, the student should return to the previous level for at least one day. **The Medical Director must be notified if this occurs.**
- The student's personal physician or the District Medical Director may stipulate that a student should remain at a specific level of activity for a longer period of time than one day. This may be appropriate for a student who has had a previous concussion.
- At each level of the protocol, the student should be assessed to be symptom free by either the District Nurses, Physical Education Teachers, Coaches, or the Athletic Trainer.
- District Nurses, Physical Education Teachers, Coaches, or Athletic Trainers should notify the District Medical Director of any concerns while the student is progressing through the protocol.

Onteora Central School District
Concussion Return to Activity Protocol

Student Name _____	School _____
Date Protocol Started _____	Target HR _____

Step	Name of staff monitoring student during step	Concept/Goal	Date	Activity Description	Comment/Symptoms
1		Light general conditioning exercise with goal to slowly increase heart rate.		10-15 minutes light cardio-exercise ie. brisk walking, stationary bike. Target heart rate < 70% of predicted max.	Stationary Bike 10min
2		Moderate general conditioning and sport specific skill work. Goal is to increase movement and agility.		sport specific activity, 10-15 minute duration. Avoid spins, dives, jumps. Target heart rate < 80% predicted max.	Jog on Treadmill 15min
3		Heavy general conditioning. No contact. Goal is to increase speed and lateral mobility.		General conditioning activities 15-20 minutes. Target HR < 90% predicted maximum.	Jog on Treadmill 15 min 5 Min Dynamic Warm-up
4		Skill work and team drills. Very light contact. Goal is team skills and light static contact.		Resume regular conditioning and duration of practice. Increase intensity of training and gradually increase skill level for 30 minutes.	Participation in Phys Ed for 30min
5		Return to PE, recess activities, full athletic practice with moderate contact.		May compete but avoiding heavy contact, ex. tackling.	Full Participation in Phys Ed Class
6		Return to full athletic competition.		No restrictions	

b. Fitness Testing

Our schools utilize the fitness gram physical fitness testing for Physical Education and Presidential fitness testing for advanced placement process for interscholastic athletics. The fitness gram is used for Physical Education K-12 fitness testing. This program accurately assesses the student's strength, cardiovascular condition, body mass index and body fat percentage. The testing is administered as a pre and post assessment throughout the year. The students' grades are not based on their fitness score but rather on their level of participation.

Teacher's focus is on delivery instruction to students on the different fitness components and on student improvement.

c. Class Size

Our class average for Physical Education in Elementary is 20, Middle School is 23 and High School is 25 per teacher. Physical Education classes participate in co-educational activities throughout the district with male and female teachers at the middle and high school levels.

d. Non-School Facilities

The district uses the following non-school facilities:

- Woodstock Golf Course
- Belleayre Mountain
- Emerson Fields
- Davis Park
- Grant Avery Park

e. Supplementary Personnel

None at this time although the district does accept Student-Teachers.

f. Summer School Program Physical Education

None at this time.

g. Safety/Practices/Policies

Safety practices and policies are listed in the grading rubric. The district follows all safety protocols and regulations set forth by Board Policy and NYSPHSAA.

h. Alternative Physical Education

Not applicable at this time.

I. Athletics

a. Intramurals

Intramurals are for all students regardless of ability. Depending on the activity, intramurals may be separated into grade levels when appropriate.

Woodstock Elementary – Intramurals (various sports) offered to 3rd grade students, one day per week throughout the school year.

Phoenicia Elementary – Intramurals (various sports) offered to 3rd grade students, one day per week throughout the school year.

Bennett Elementary – Intramurals (various sports) offered to 4-6 grade students from 8:00-8:45 once per week and from 3:40-4:30 4 days per week from October – June.

Onteora Middle School – Intramurals (various sports) offered to 7th and 8th graders one day per week during winter months of the school year. Fitness center is offered after school for the entire school year.

Onteora High School – Intramurals (fitness center) offered for 9-12 grade students from 2:45-5:00 from September through June.

b. Extramural/Club Sports

The Onteora School District does not participate in extramurals. Onteora has a dance club/team which runs concurrent with our Fall and Winter seasons. The dance team does not compete nor travel. The dance team is not governed by NYSPHSAA and is offered after school on campus.

c. Interscholastic Athletics

Interscholastic athletics is for all student-athletes grades 7-12 who register, are cleared, try out and make the specified team.

i. Philosophy of Interscholastic Athletics:

The Onteora Central School District (OCSD) Athletic Program believes that a dynamic program of student activities is vital to the educational development of its' students. The OCSD will provide a variety of experiences to aid in the development of strong minds, bodies and hearts that will prepare them for adult life in their chosen career in society. The athletic program will function as an integral part of the total school curriculum. Athletics will offer opportunities to grow and develop strategic thinking, teamwork, problem solving, cooperation, good citizenship and other 21st century skills while enjoying the benefits of a healthy lifestyle and rigorous competition.

ii. Selection Classification:

Selection classification known as Advanced Placement Process is referenced in Ontario Board Policy #7420 – Sports and the Athletic Program

The Board approves the use of the selection/classification process for all secondary school interscholastic team members. The Board directs the Superintendent to implement the procedures and maintain a file of those students deemed eligible as a result of those procedures.

iii. Mixed Competition

The Ontario Athletic Department follows all procedures outlined by Section 135.4 (c) (7) (ii) (c) in regards to mixed competition on interscholastic athletic teams.

J. Athletic Policies

i. Hiring procedures – A personnel posting request is submitted by the director of Physical Education, Health, Athletics/Dean to Human Resource Office for all coaching positions prior to the start of each season. Coaching positions are posted for a minimum of one week. Applicants may apply for coaching vacancies, in which the Director of Physical Education, Health, Athletics/Dean submits personnel recommendation to Superintendent for approval which would then be Board of Education approved.

ii. Athletic participation for physical education under commissioners' regulations 135.4; Ontario does not allow athletic participation to be used towards meeting the state mandated physical education credit for graduation.

iii. Prior to a coaching appointment receiving Board approval, the following requirements must be met:

- Complete an Ontario coaching application.
- First Aid certification (NYSED approved course).
- CPR/AED certification (NYSED approved course).
- Concussion management "Heads up: Concussion in Youth Sports" certification.
- DASA workshop certification.
- Online SAVE workshop certificate.
- Online Child Abuse Reporting Workshop certificate.
- NYSED application for coaching certification.
- Fingerprinting – approved by NYSED.

iv. Coaching courses – All Ontario coaches must complete required coaching courses set forth by NYSED within the specified timeframes set forth by NYSED. The coaching certification courses are:

- Philosophy, Principles and Organization of Athletics

- Theory and Techniques of Coaching
- Health Sciences Applied to Coaching

The Onteora Athletic Department cannot recommend a coach for appointment/approval until the above coaching requirements are met. This certification applies to volunteer coaches and unpaid coaches as well. Furthermore, a coaching applicant cannot assist with any team by way of giving instruction or supervision to student-athletes until the applicant is fully certified and approved by the Board of Education. It is the responsibility of the applicant to ensure all paperwork is submitted to The Director of Athletics as well as to his/her TEACH account (if applicable). Upon completion of coaching requirements, the Superintendent of Schools will issue a Superintendent statement to the coaching candidate which will be applied to the applicants TEACH (where applicable) account. This will complete the coaching certification procedure.

The Director of Physical Education, Health, Athletics/Dean maintains records of coaching certification on file. For non-teacher coaches, NYSED requires coaches to maintain coaching certification on a personalized TEACH account. Non-teacher coaches are responsible for maintaining their certification through this online venue. The Director of Physical Education, Health, Athletics/Dean continually checks the status of coaching certifications for all Onteora coaching staff to ensure compliance.

v. Coaching evaluations – The Director of Physical Education, Health, Athletics/Dean meets with each coach individually at the conclusion of the sports season(s) to review end of year summative performance, goals and to make recommendations.



Onteora Coach Evaluation Form

Name of Coach _____

Date: _____

Sport _____

Level _____

	Yes	No	N/A
Attended the pre-season coaches meeting	_____	_____	_____
Attended league coaches meetings (Varsity only)	_____	_____	_____
Met with the school nurse	_____	_____	_____
Held a pre-season parent's meeting	_____	_____	_____

Key: U- Unsatisfactory
 N- Needs Improvement
 S- Satisfactory

	S	NI	U	N/A
I. Professional & Personal Relationships				
1. Cooperates and communicates with the Athletic Director	_____	_____	_____	_____
2. Demonstrates professional conduct with officials	_____	_____	_____	_____
3. Communicates effectively with parents	_____	_____	_____	_____
4. Is cooperative in sharing facilities	_____	_____	_____	_____
5. Develops a rapport with other coaches, administration, and faculty	_____	_____	_____	_____
6. Promotes all sports in the athletic program	_____	_____	_____	_____
7. Develops sound public relations (cooperates with media, reports scores, etc.)	_____	_____	_____	_____
8. Arranges and attends an end of the year gathering with the team	_____	_____	_____	_____
II. Coaching Performance				
1. Demonstrates knowledge of proper techniques, skills, and strategies	_____	_____	_____	_____
2. Utilizes practice time and space effectively	_____	_____	_____	_____
3. Develops individual and team discipline	_____	_____	_____	_____
<hr/>				
4. Demonstrates proper, immediate care and communication of injuries to the athlete, parent, nurse, and athletic director	_____	_____	_____	_____
5. Demonstrates safety in all aspects of coaching	_____	_____	_____	_____
6. Ensures Medical Clearance of all members of team	_____	_____	_____	_____

vi. Athletes – The Ontario Athletic Department has a developed, well-articulated student-athlete code of conduct.

vii. Code of Conduct

ONTEORA ATHLETICS CODE OF CONDUCT RESPONSIBILITIES OF STUDENT ATHLETES

First and foremost, you are a student. Any student participating in interscholastic athletics is expected to follow the district code of conduct. The building principal or the superintendent reserve the right to employ the district code of conduct in any situation that is contemplated by the district code of conduct. The Director of Athletics shall enforce the athletic code of conduct.

Please be aware, if a violation of either the district or the athletic code of conduct occurs, the superintendent has the full authority to cancel in whole or in part a sports season or to suspend a sports program.

Being a member of an Ontario athletic team is a privilege and honor. As a member of an athletic squad at Ontario, you have inherited a great tradition. Your actions will reflect not only on those who you are associated with now, but also those who have contributed so much to our school in the past.

We have a strong athletic tradition and your role is to continue that tradition on and off the field of play. You are responsible to ensure that your actions meet the standards established by the athletic department.

As a member of the athletic team, you will be asked to make sacrifices that will benefit yourself, your team and your school. We will ask that you prioritize and commit yourself to excelling. As a student athlete at Ontario, making sacrifices and dedicating yourself to your team will demonstrate a high level of commitment which will not only help you, but will assist in supporting your team and school community.

Responsibilities to yourself:

The most important of these responsibilities is to take ownership of your actions and behaviors and develop strength and depth of character within yourself. You owe it to yourself to get the greatest possible benefit from your athletic experiences. Your studies, your participation in other school activities as well as athletics, assist in preparing you for your life as an adult.

Responsibilities to your school:

Another responsibility you assume as an athletic team member is to your school. Ontario is a high achieving school district with very high standards. By participating in athletics to the maximum of your ability, you are contributing to the positive reputation of our school district.

Responsibility to others:

You have a responsibility to your parents to always do the best you can. When participating in athletics, we sometimes feel we have failed if we have not won. By trying the best that you can and following all rules set up by your squad, you can feel proud of yourself no matter what the win-loss record is of your team.

Younger students look up to you and it is your responsibility to set a good example for them in being a positive role model. Your younger peers and classmates need guidance and support.

NEW YORK STATE PUBLIC HIGH SCHOOL ATHLETIC ASSOCIATION **SPORTSMANSHIP RULES FOR STUDENT**

1. Any member of a squad disqualified by a sport official for unsportsmanlike conduct, including taunting, or for a flagrant foul shall not participate in that sport, until after the next previously scheduled contest at the same level with a member school or in NYSPHSAA tournament play. In individual sports, a multi-day contest is considered to be a contest. The contest in which the athlete was disqualified must count in the total maximum number of contests permitted. Disqualifications from one season carry over to the next season of participation.

Any Player:

1. Who receives a disqualification penalty in a sport shall not participate in the next regularly scheduled contest;
 2. Who receives a second disqualification penalty in the same sport in the same season shall not participate in the next two regularly scheduled contests; and
 3. Who receives a third disqualification penalty in the same sport in the same season will not be allowed to participate for the rest of the season. If the third ejection takes place in the last contest of the season (regular season or post schedule play,) the Section Athletic Council will assess the penalty carrying over into the next season of participation.
 4. The Section Athletic Council will have the authority to extend the period of ineligibility in those cases where the actions of the individual that was disqualified from a contest or scrimmage are warranted. The period of ineligibility cannot exceed one year from the date of the disqualification.
-
2. Any member of the squad who strikes, shoves, kicks or makes other physical contact with the intent to annoy, harass or intimidate an official shall be expelled from the game immediately and banned from further participation in all sports for a period of time to be determined by the section not to exceed one year from the date of the offense. NOTE: Members of the squad includes player, manager, score keepers, timers, and statisticians.
 3. Misidentified Player: Disqualification of a player may only be challenged on the basis of misidentification. The misidentification must be established by clear and concise evidence. The school shall identify the offending player who will serve the prescribed penalty.

See NYSPHSAA Handbook, November 2020 at 47.

<http://www.nysphsaa.org/Resources/Handbook>

CODE OF ETHICS

IT IS THE DUTY OF ALL CONCERNED WITH HIGH SCHOOL ATHLETICS:

1. **To emphasize** the proper ideals of sportsmanship, ethical conduct and fair play.
2. **To eliminate** all possibilities which tend to destroy the best values of the game.
3. **To stress** the values derived from playing the game fairly.
4. **To show** cordial courtesy to visiting teams and officials.
5. **To establish** a happy relationship between visitors and hosts.
6. **To respect** the integrity and judgment of the sports officials.
7. **To achieve** a thorough understanding and acceptance of the rules of the game and standards of eligibility.
8. **To encourage** leadership, use of incentive, and good judgment by the players on the team.
9. **To recognize** that the purpose of athletics is to promote the physical, mental, moral, social, and emotional well-being of the individual players.
10. **To remember** that an athletic contest is only a game.... not a matter of life or death for player, coach, school, official, fan, community, state or nation.

See NYSPHSAA Handbook, November 2020 at 111.

<http://www.nysphsaa.org/Resources/Handbook>

Section IX Athletics Spectator Code of Conduct

Section IX Athletics recognizes the importance of behavior and personal character in our student athletes. As such, we ask our spectators to:

1. Demonstrate a high degree of sportsmanship.
2. Show team support by making only positive comments.
3. Show respect for the judgment of coaches, officials, and referees.
4. Acknowledge fields, courts and equipment as the player's domain during contests.
5. Monitor the safety of children in the bleachers and stands.
6. Respect the law. All public schools and Section IX venues are smoke-free, substance-free environments.

7. Athletic contests home, away or at a neutral site are an extension of the classroom. Therefore, all school rules are in effect.
8. Spectators will respect and obey all school officials, supervisors and site personnel at contests.
9. There will be no ringing of bells, sounding of horns, or other noise makers at indoor contests. * Outdoor use will be at the discretion of the site personnel.
10. The throwing of debris, confetti, or other objects from the stands is prohibited. Offending individuals will be asked to leave the premises.
11. Exceptions to this behavior will lead to ejection from the event.

***Please note that individual schools may have more stringent policies. ***

See Section IX website @ <http://roia.ouboces.org/documents/spectator%20code%20of%20conduct.pdf>

ONTEORA EXPECTATIONS FOR SPECTATOR CONDUCT

We believe that:

- Spectators should cheer and applaud good plays by both teams.
- Spectators must refrain from making negative remarks about referees and other teams and their spectators.
- Spectators must always remember that the decisions of the officials must be respected.
- Positive remarks about our players and coaches are to be encouraged; negative remarks are to be discouraged.
- If spectators display unsportsmanlike behavior, district administration or event chaperones may remove them from the site of the contest.

Onteora General Rules of Conduct for Student Athletes

A. The following carry a penalty of indefinite suspension from an athletic team regardless of where or when this conduct takes place during the sports season. This does not preclude police involvement.

Expectations:

1. Student athletes are not to use, possess, sell, distribute, or provide tobacco items (including, but not limited to, smokeless tobacco, e-cigarettes, vaping and vaping paraphernalia and electronic smoking devices).
2. Student athletes are not to use or possess alcohol or performance enhancing drugs or substances.
3. Student athletes are not to sell, distribute, or provide alcohol or performance enhancing drugs or substances to others.
4. Student athletes are not to use or possess Illegal Drugs, Drug Paraphernalia and/or Prescription Medications without a Doctor's order.

5. Student athletes shall not attend peer gatherings where alcohol or illegal drugs/substances are present.
6. Student athletes are not to sell, distribute or providing Illegal Drugs and/or Prescription Medications to others.
7. Students must attend school and not have unexcused absences.
8. Students must be in school for at least 5 periods and participate in all classes including P.E. in order to participate in practices and games.
9. Students athletes who are serving an in-school suspension or out of school suspension may not participate in athletic activities on the days of the suspensions.

Due Process:

Any violation of the Athletic Code of Conduct will be investigated by the Director of P. E., Health, Athletics/Dean and/or the High School Principal or designee.

Parents/guardians of any student athlete subject to disciplinary action will be notified by the appropriate coach, athletic director, or building principal within one school day of the District's actual knowledge of the incident. At the conclusion of the investigation, the Athletic Director will inform the parent/guardian in writing of the outcome of the investigation, including penalty. Upon request, a student and his or her parents will be provided with the opportunity to have an informal meeting with the Director of P. E., Health, Athletics/Dean and, if appropriate, the Coach to discuss the charges and to present their position before the imposition of the discipline.

Decisions of the Director of P. E., Health, Athletics/Dean are final and may not be appealed (*See, Matter of Mungoli, 21 Ed Dept Rep 364 (1981), Matter of Clark 21 Ed Dept Rep 542, Educ. Law Section 3214 [A full due process hearing is inapplicable for exclusion from extra-curricular activities.]*)

NOTES:

1. If a student is suspended from a contest or removed from a team at the end of a season, the penalty will be served during playoffs (if applicable) and at the beginning of or for the next sport season the student participates.
2. All regular school day related disciplinary action (i.e. suspension, detentions) will be honored and also carry over as restrictions for athletic participation.
3. Student athletes should not be at peer gatherings where alcohol or drugs are present. They will be treated, as if, they used alcohol or drugs.
4. If more than one violation of the District or Athletic Code of Conduct occurs, the penalties will be cumulative.
5. The Athletic Department may instill this Code of Conduct for school sponsored events and events that have a nexus to the District.

B. Ontario General rules pertaining to conduct and penalty:

1. Students will adhere to the District's Code of Conduct/Student Handbook.
2. Any team member who engages in conduct in violation of the athletic code of conduct, the districts code of conduct, or in conduct that would constitute a violation of state or federal law will be subject to disciplinary action up to suspension from the team. The sanctions are set forth in the District Code of conduct and the athletic code of conduct. A team member's attitude as demonstrated by conduct should show cooperation, participation, respect, sportsmanship and involvement. Failure to behave in this manner may result in penalties up to and including suspension from the team.

3. Student Athlete Due Process. Student athletes must keep in mind that participation in interscholastic athletics is a privilege. Upon request, a student and his or her parents will be provided with the opportunity to have an informal meeting with the coach and/or Director of P. E., Health, Athletics/Dean to discuss the charges and to present their position before imposition of discipline pertaining to participation in athletics.

C. Sport specific rules:

There are different requirements for certain sports depending on their nature and rules. Some are outdoors, some are indoors; some are team oriented, others individual and some are both. The number of participants ranges widely on the different teams. Specific requirements such as the use of special equipment may also exist.

Therefore, coaches may have specific rules for a sport in addition to the general requirements of the NYSPHSAA, Section IX MHAL League and school rules. Coaches shall clear any sport specific rules with the Director of P.E., Health, Athletics/Dean to ensure that they are consistent with the philosophy of the athletic program. Once approved these rules should be distributed in writing to all team members and their parents/guardians. Any disciplinary actions for infractions shall be outlined in the sport specific rules. Please be aware that sport specific rules do not take the place of either the athletic department or district codes of conduct and any consequences outlined for actions in consistent with either code. Any athlete or parent who has questions or difficulties with the sport specific rules should communicate with the coach involved. It is hoped that in this manner Athletes, parents and coaches will work cooperatively toward the continued success of our athletic program.

Please refer to Board Policy 3410 on Code of Conduct on School Property.

Hazing:

Hazing of any kind, including initiations, is prohibited on any Onteora team. The fact that the victim may consent to the act or participate in the hazing activity does not excuse the hazing behavior. Any hazing activity may result in individual and program penalties, included but not limited to suspension from participation in athletics and the cancellation of the sport season.

Absences from Practices and/or Contests:

- A.** The following procedures are to be followed by each team for vacation periods:
 - 1. Team members and their families must be aware that there may be games and/or practices during certain vacation schedules and/or Saturdays.
 - 2. Students must meet with the coach to obtain approval if they are faced with the possibility of missing practices or contests during these times. This must be done well in advance of the absences, preferably before the season starts.
 - 3. When a request is made for an excused absence, the student must give the reason for the absence such as a family vacation that could not be scheduled at another time.
- B.** Reasons for other absences. Some examples of reasons beyond the student's control which will permit him/her to legitimately miss practices and/or contests are:
 - 1. Medical and/or dental work which must be scheduled at a particular time.

2. Death in the family.
 3. Sudden personal or immediate family illness.
 4. Other specific unavoidable causes of conflict.
 5. Each case will be judged on its' own merits.
- C. In the event that the coach approves the student's absence, the athlete should be aware that there is a strong possibility that he/she could miss games upon his/her return to the team. Reasons of safety as well as team continuity and the philosophy of a coach will govern the duration of suspension from active participation in games. Also, and extended absence may mean that the student will have to re-qualify by completing the number of practice dates stipulated by New York State in order to compete.

ONTEORA STUDENT-ATHLETE RESOLVE

I recognize that being a member of the community carries with it responsibilities and rewards and, that as an athlete in the community; I must not only embrace those responsibilities, but also conduct myself both on and off the playing field in a way which exhibits respect for myself and for others. I therefore resolve to conduct myself with dignity as an athlete and as a citizen of the community, recognizing and accepting that I

- must accept responsibility for my behavior and its outcomes
- must honor my obligations and promises
- must exercise self-control
- must be willing to be fair with others in my dealings on and off the playing field
- must take pride in myself and my accomplishments, but never at the expense of demeaning another person or group
- must respect the efforts of others
- must respect authority
- must play by the spirit, not just the letter of the rules of the game and the rules of life
- must strive to make my community – whether that be the team on which I play or the community in which I live – better because of my contributions as a member and a citizen

SPORTSMANSHIP AT ONTEORA

There has been growing concern nation-wide about the conduct of players, coaches and spectators at athletic events. In many instances, young athletes and their fans have emulated the models exhibited by professional athletes. This type of "in your face" behavior has eroded the foundations of amateur athletics in the United States. However, concerned athletic administrators, coaches and community members have initiated campaigns to revitalize proper conduct at athletic events. We at Onteora believe that athletic competition can operate in an arena where intense competition may exist in conjunction with civility. Our goal is to foster an environment where respect is paramount and where the positive benefits of athletic competition may flourish.

ONTEORA SPORTSMANSHIP BOARD POLICY

The Ontario Central School District Board of Education recognizes the valuable role athletics play in the development of our student population and public recognition of the school district. In doing so, the promotion of good sportsmanship as it pertains to student-athletes, parents, coaches, officials, and spectators will be emphasized for the betterment of the program.

The conduct of all those who participate will be aligned with the expectations established by league, section, and state governing bodies. The following expectations shall be followed at all competitions home and away:

1. Role models play a vital role to the development of the student population and therefore should demonstrate good sportsmanship. Those role models include but are not limited to Principal/Administrative staff, Athletic Director, Coaches, Players, Faculty Members, Booster club members, and Parents
2. Coaches, players, and spectators generally set the tone for the contest and create the public image for the school.
 - a. Therefore they will respect the integrity and judgment of sports officials.
 - b. They shall refrain from all conduct, which is meant to degrade, bait, intimidate, or discredit their opponent, officials or other athletes.
 - c. Coaches are expected to demonstrate an understanding of the educational values of interscholastic athletics by showing restraint and composure in the emotional climate of an athletic contest. The coaches are expected to educate and encourage such restraint with their players.
 - d. Spectators are expected to cheer in a positive tone for their team and avoid negative cheers/comments to the officials, other teams' coach, players, and spectators.
 - e. Players, coaches, and spectators are expected to follow the expectations for behavior as established in the Athletic Codes, and Coach's Handbook.
3. In order that all persons may experience maximum enjoyment at an Ontario athletic event and to enhance and encourage good public order, spectators shall be encouraged to sit in designated areas that are closest to their team. Spectators, players, and coaches may not encroach on the playing area so as to disrupt the action of the game.
4. When applicable, announcements will be made prior to the start of the contest to reinforce the expectations of sportsmanship. Consequences for poor sportsmanship are at the discretion of the administrator on site or the coach and may involve any one of the following actions:
 1. Verbal Warning
 2. Moved seating
 3. Removal from the remainder of the contest
 4. Banned from future contests
 5. Removal from team

Please refer to Ontario School Board Sportsmanship Policy 7421

SPORTSMANSHIP EXPECTATIONS FOR ONTEORA ATHLETES

We believe that:

- Our athletes must respect their opponents. Taunting will not be tolerated.
- Our athletes must respect the decisions of the referees.
- Our athletes must respect their teammates and coaches.
- Our athletes “play by the rules”.
- Our athletes must be under control and have appropriate behavior that includes appropriate language.
- We expect our student-athletes to display appropriate behavior and will work to reinforce positive sportsmanship.

viii. Officials – Officials for each athletic event are assigned by our Section IX Regional office. Officials are fingerprinted and assigned to our events by the Regional office who maintains fingerprinting records for officials.

ix. Head and Assistant Coach Roles and Responsibilities

- Practice and Contest Responsibilities:
 - All athletes must have had and passed the health examination before they are allowed to practice. The coach must have student-athlete clearance from nurse practitioner before practices are allowed to commence.
 - Good judgment should be used regarding the length of practice sessions (example: 2 – 2 ½ hours). Practice sessions must begin and end on time.
 - Coaches are responsible for setting up practice schedules and giving copies of this schedule to the Director of Athletics.
 - Supervision of the locker room, practice area and building is the direct responsibility of the coach. The coach is responsible for his/her team from the time they report for practices or contests until all players have left the building and are transported home. For contests and practices, coaches must be on site prior to the arrival of their athletes and must not leave until all students have been picked up or left the campus.
 - At the conclusion of practices and home contests, all equipment and supplies must be put away securely. All lights and showers must be turned off and the doors locked.
 - Conditioning and fitness of athletic squads are the direct responsibility of the coach. Good judgment should be used

- throughout practice sessions. The Athletic Trainer is available to advise coaches on flexibility strength and conditioning programs.
- Coaches should inform the Director of Physical Education, Health, Athletics/Dean of any damage or needed repairs to facilities.
 - Team members must not have access to equipment and supply rooms or access to keys.
 - Practice sessions must be well planned and administered. Written practice plans and attendance records must be kept. Practice plans must reflect progressions in conditioning and technique.
 - Coaches will demonstrate technique to the best of their ability.
- **Equipment and Supplies:**
 - The coach is responsible for all equipment and supplies issued to team members. Accurate records of the dispersal and collection of the supplies and equipment must be kept.
 - The coach shall make sure that all equipment and supplies are used properly.
 - At the conclusion of the season, each coach will collect and inventory all the equipment and supplies under his control. An inventory will be turned in to the Director of Athletics and storage will be arranged until next season.
 - All equipment and supply budgets will be prepared by the head coach and submitted to the Director of Athletics on a designated date. Sub varsity and assistant coaches should have input into the development of the budget.
 - Coaches will not order or purchase any equipment or supplies without the approval of the Director of Athletics and the use of a school purchase order.
 - Coaches must regularly check equipment and supplies for safety and report any problems to the Director of Athletics.
 - **Care of Injuries:**
 - If the Athletic Trainer is in attendance, he will be the first in the line of command to care for injuries. Otherwise, the coach will address the injury to the best of his/her ability. Coaches should use their cell phones to alert the Athletic Trainer if any injury occurs.
 - The coach must turn in all accident reports to the school nurse within a 24-hour time period.
 - The coach is to educate team members that they must report all injuries immediately to him/her prior to seeing a doctor if possible.

Otherwise, the coach must be informed as soon as possible after medical treatment is sought.

- When a serious injury is suspected such as fractures, head, neck or joint injuries, the ambulance should be called.
 - Parents of the injured athlete must be notified as soon as possible. Coaches must keep copies of the Health/Parent Permission Forms with them in order to obtain emergency numbers and emergency permission to obtain medical treatment.
 - Before any athlete can return to the team, he/she must have a written release from the physician. The release must go to the school nurse for final clearance. The nurse will notify the coach and the Director of Athletics.
- **Transportation and Athletic Teams:**
 - A transportation schedule will be given to each coach at the beginning of each season, and it is the responsibility of the coach to inform the Director of Athletics of any needed changes.
 - Coaches are responsible for monitoring and addressing behavior of their athletes on school buses. The bus driver must not be distracted because of poor behavior.
 - Coaches must check the condition of buses at the end of trips. All trash must be picked up and dispersed appropriately.
- **Attendance and Academics:**
 - The coach is responsible for encouraging athletes to attend school regularly especially the day after a contest.
 - Coaches are encouraged to look at the report cards of team members to ensure academic success.
 - Coaches are encouraged to communicate and develop strategies with classroom teachers regarding their athletes.
- **Publicity and Public Relations:**
 - Head coaches are responsible for reporting varsity contests results to the media.
 - Coaches must keep their parents and athletes well informed of activities (practice times, practice days, competition schedules, etc.) in their program.
 - Parent-night meetings, open houses, clinics, etc. are highly recommended to improve parent relations.
 - Coaches will work in collaboration with Director of Athletics regarding public relations.

- Discipline:
 - Coaches will be responsible for:
 - Overseeing conduct of all team members during all practices, trips, athletic contests and until they have departed for home.
 - Enforcement of all eligibility, code of conduct and training rules.
 - Informing the Director of Athletics of any disciplinary action imposed on an athlete or any infractions which may occur.

- Coordination of Programs:
 - Coaches should maintain a continual communication line with the Director of Athletics in order to ensure a smooth-running program.
 - Assistant and sub varsity coaches must also keep their head coaches informed about issues in their programs.
 - The head coaches will coordinate the total program for their sports and coaching staff.

- General Duties:
 - All coaches are expected to have an adequate and updated knowledge of the skills, strategies and rules of their sports.
 - Coaches are always to remember that they are role models for young people. Their language, behavior and dress have to reflect a professional attitude at all times.
 - Coaching is teaching at its finest. Coaches must be prepared and organized every time they have contact with their teams.
 - The Director of Athletics must approve all fund-raising projects before the projects begin.
 - Coaches are expected to participate with their team at Homecoming, community nights, and end of the year athletic celebrations.

- Certifications:
 - Coaches will have the certification that is required under the Regulations of the Commissioner of Education of New York State, 135.4.

It is important that each coach understand what is expected of him/her at each level of competition.

Modified – The programs are developmental in nature. The modified coaches must stress fundamentals, promote interest, place more emphasis on participation and improvement than winning.

Junior Varsity – The Junior Varsity programs are also skill oriented but should place more emphasis on team organization and play and on being more competitive than at the modified level. Individuals skills and team concepts are blended together at a much more advanced level than at the modified level.

Varsity – A Varsity team should be a very skillful, highly competitive culmination of several years of sound preparation.

x. Title IX in Athletics – Athletic programs are considered educational programs and activities and therefore are covered under the Title IX of The Education Amendments Act of 1972 – Federal Law. Onteora athletic teams are in compliance with Title IX Athletics.

xi. Athletic Trainer-The Onteora Central School District contracts with Kingston Physical Therapy and Sports Rehab, P. C. (KPTSR) who will provide sports medicine coverage on a daily basis by having a Certified Athletic Trainer (ATC) at all athletic events.

Responsibilities:

1. The ATC would be on-site daily from 2:00 PM to the conclusion of the athletic day, Monday through Friday.
2. Home varsity and junior varsity athletic events, including those taking place on Saturdays.
3. All home and away football games, including those taking place on Saturdays.
4. If two or more events or practices occur at the same or conflicting times, the Director of Athletics shall assign the ATC to one of such events or practices as he/she deems appropriate.
5. Managing athletic injuries and illnesses. ATC shall identify factors that may contribute to athletic injury and eliminate them before any injury occurs, conduct pre-participation screening, develop appropriate fitness and training programs, apply protective or injury preventative devices, such as tape, bandages, or braces.
6. The ATC will provide both the coaches and parents with an assessment of any injuries evaluated.

The Supervising Physician for the Athletic Trainer is Dr. William Maliha, M.D.

xii. Emergency Procedures – Onteora Athletic Department has developed an Emergency Action Plan (EAP) for athletic events. The purpose of the plan is to provide proper emergency management in the event of a severe injury or illness to an athlete,

coach, official, or spectator. The plan is intended to guide medical staff, athletic staff, emergency medical services (EMS) and law enforcement in responding to an emergency. The EAP should be reviewed and rehearsed by the Ontario Athletic Trainer, Director of Athletics, coaching staff, event manager, and security staff on an annual basis. Each party should be familiar with their role and feel comfortable with their responsibilities.

**Onteora Central School District
Emergency Action Plan (EAP)
For Athletic Events**



**Onteora Central School District
4166 Route 28
Boiceville, NY 12412**

Purpose:

The following Emergency Action Plan (EAP) has been developed to provide proper emergency management in the event of a severe injury or illness to an athlete, coach, official, or spectator at an Ontario Central School District athletic event. The plan is intended to guide medical staff, athletic staff, emergency medical services (EMS) and law enforcement in responding to an emergency. The EAP should be reviewed and rehearsed by the Ontario Athletic Trainer, Director of Athletics, coaching staff, event managers and security staff on an annual basis. Each party should be familiar with their role and feel comfortable with their responsibilities. Any questions, comments, or concerns should be directed to the Athletic Trainer and Director of Athletics.

What is an emergency?

An emergency is an event that requires the need for EMS to be contacted. EMS may be needed to provide further medical attention and/or transport a patient to the nearest medical facility.

Events that may warrant an emergency and result in 911 being contacted:

- Loss of consciousness
- Individual not breathing
- Suspected injury to the neck or back
- Open fracture where bone is visible
- Individual displaying signs/symptoms associated with heat exhaustion or heat stroke

Emergency Personnel:

During most athletic events located on the Onteora Central School campus or designated field, the Certified Athletic Trainer will be the first responder whenever possible. The Athletic Trainer is the primary first responder for a varying level of sports and athletic competitions/practices. It may be the case that multiple events are occurring at the same time. In this case, the coach or other available personnel may be the first responder and it is their duty to act accordingly and to notify the Athletic Trainer as soon as possible. Coaches are trained in First Aid, CPR/AED and concussion recognition. Training for coaching staff is completed prior to the start of each season. It is their responsibility to maintain up to date certifications.

In order to execute a well-developed EAP, a complete emergency team must be formed. The emergency team may consist of physicians, emergency medical technicians, and certified athletic trainers. Other personnel such as athletic administrators, coaches, event staff and spectators may also be directed to take on a role during an emergency. The responsibilities of the additional personnel will vary depending on the degree of the emergency, athletic venue, and whether or not the certified athletic trainer is on site.

Below is the “Chain of Command”

Supervising Physician

Certified Athletic Trainer

Director of Athletics

Head Coach

Assistant Coach

Game Administrators

**The individual on site, who is the highest in the Chain of Command, will be responsible for determining whether or not 911 needs to be called and will also be responsible for assigning duties to the other available personnel as EMS is on their way.

Emergency Team Responsibilities:

***Supervising Physician and/or Nurse Practitioner is not typically on site during athletic events. Therefore, their responsibilities are not listed. The Athletic Trainer will, in most cases, be the most qualified medical professional on site.*

Athletic Trainer:

- If not on site, must be notified immediately following initial activation of EAP.
- Ensure scene safety.
- Provide appropriate care to injured individual.
- Activate EAP by calling 911.
- Assign duties to appropriate personnel on site.

Director of Athletics:

- Must be notified immediately once EAP is activated.
- Notify staff if the Athletic Trainer is not present or at another location.
- Contact Athletic Trainer if not present at the scene of the injury.
- Maintain an order amongst athletes and spectators.
- Direct personnel as needed.

Coaching Staff

- Act as first responder if the Athletic Trainer is not present.
- If the Athletic Trainer is not on the scene, but on campus, notify the Athletic Trainer immediately.
- If the Athletic Trainer is not on campus, call 911 and activate EAP.
- Notify Director of Athletics that the EAP has been activated.
- Assist Athletic Trainer in providing medical care if instructed to do so.
- Keep athletes and spectators calm and away from scene unless otherwise directed.

Crowd Control/Chaperones:

- Keep athletes and spectators away from the scene of the injury as instructed.
- Aid in directing EMS to the scene.
- Assist Athletic Trainer as directed.

Role of the First Responder

1. Provide immediate medical care to the injured individual.

- a. The most qualified personnel available should assume the role of the first responder.

2. Activate EMS and provide information to EMS.

- a. Dial 911 and notify appropriate staff on the Emergency Team.
- b. When calling 911, be prepared to have this information available:
 - State your name
 - Age/gender of injured individual
 - Condition of individual (conscious, breathing, etc.)
 - Location of injured individual
 - Number of individuals injured on scene.
 - Treatment given (first aid, CPR, rescue breathing, etc.)

3. Retrieve emergency medical equipment.

- a. This may be done by anyone on the emergency team who is familiar with the location of the emergency equipment needed.

4. Control the scene.

- a. Limit scene to specific personnel and clear bystanders from site.

5. Direct EMS.

- a. Designate emergency team member to “flag down” EMS as they arrive.

Responding to Emergencies

Follow the three C's (Check, Call, Care)

- Check
 - Is the scene safe?

 - Evaluate the injury; typically done by the Athletic Trainer. If the Athletic Trainer is not present, determine level of severity.

 - ABC's
 - Airway
 - Breathing
 - Circulation

- Call
 - Dial 911 and activate EAP.

 - Instruct someone to retrieve the nearest AED.

 - Provide EMS with the information stated previously.

- Care
 - Initiate CPR or rescue breathing.

 - If CPR is not necessary, provide appropriate care and monitor individual for any changes.

 - Comfort the individual until EMS arrives.

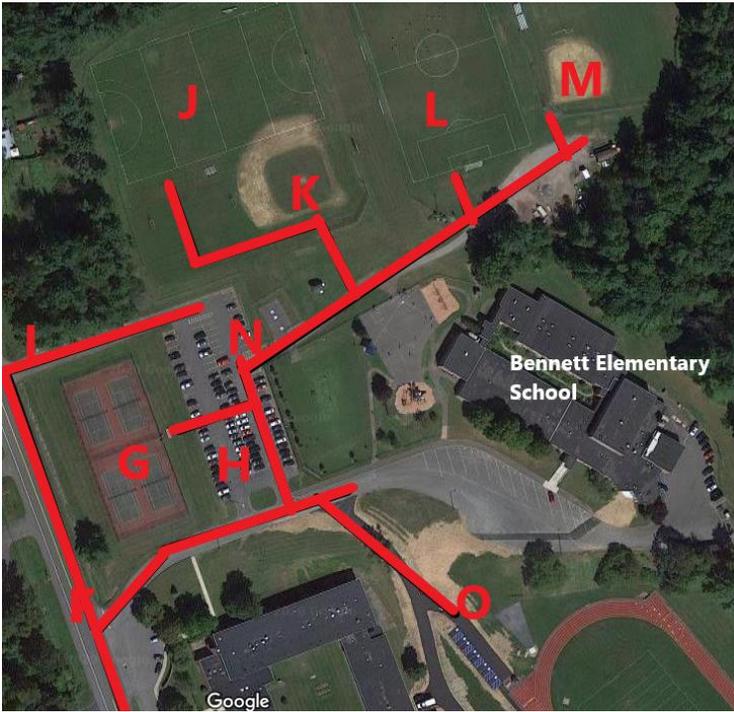
*It is important to note that the injured individual should **NOT** be moved under any circumstances with the EXCEPTION of obstructions (e.g. goal post) positioning (e.g. face down) or environmental conditions.

Communication:

The need for effective communication is paramount in an emergency situation. It is the Athletic Trainer's responsibility to make their presence known to visiting teams and inform them on what additional medical staff may be present. Emergency Medical Services (EMS) is typically present at all home football games. The Athletic Trainer should meet and discuss the most appropriate mode of entry to the field. Establishing an open line of communication with EMS prior to the event also ensures that each medical professional understands practice boundaries. If EMS is not present at the sporting event, a line of communication should be available in the event that EMS needs to be contacted. Cellular communication is the preferred method of communication between the Athletic Trainer, coaching staff, Director of Athletics, and game administrators. Each member of the emergency team should have the contact number to the Athletic Trainer.

Important phone numbers to have available:

Athletic Trainer	
Athletic Training Office	
Kimberly Pilla (Director of Athletics)	845-389-3753
Leah Smith (Athletic Secretary)	845-657-2373 ext. 2101
Sabrina Blakely (High School Nurse)	845-657-2373 ext. 2141
Karen Hansen (Middle School Nurse)	845-657-2373 ext. 2240
Suellen Elmendorf (Nurse Practitioner)	845-657-2354 ext. 4140
Main Office	845-657-7808
School Resource Officer	845-656-9111
Town of Olive Police Department	845-331-3115
Ulster County Sheriff	845-338-3640 ext. 0
NY State Police	845-338-170
Fire Department	845-657-8118
Poison Control	800-222-1222
Emergency Medical Services	911



- F. Entrance Towards Bennett**
- G. Tennis Courts**
- H. Student/Staff Parking**
- I. Rear Entrance**
- J. Field Hockey Field**
- K. Baseball Field**
- L. Soccer Field**
- M. Softball Field**
- N. Gate/Handicap Accessible Entrance to Upper Fields**
- O. Rear/Handicap Accessible Entrance to Football Field**



Emerson Soccer Fields



Davis Park Field

Onteora Central School District AED Locations

Building	Location	Model	Serial	Electrodes	Battery	Infant/Child Key	Date Checked
High School	Main Corridor	Frax	7661 21939	Primary 7/2021 Spare 9/2022	10/2021	OK	9/18/2020
High School	AD Office	Frax	0136 #1 21436	Primary 9/2022 Spare 9/2022	2/2026	OK	9/18/2020
High School	AD Office	Frax	0131 #3 21438	Primary 9/2022 Spare 9/2022	4/2024	OK	9/18/2020
High School	AD office	Frax	7317 #4 21942	Primary 5/2020 Spare 5/2020	Not Inspected	OK	9/18/2020
High School	AD Office	Frax	0185 #2	Primary 9/2022 Spare 9/2022	4/2024	OK	9/18/2020
New Unit	Trainer's Room	G-5	144680	Primary 1/28/2022 Spare 1/28/2022	Not Inspected	None	9/18/2020
High School	Gym	Frax	7552 21940	Primary 7/2021 Spare 9/2022	10/2021	OK	9/18/2020
Middle School	Across from Room 161	Frax	7662 0162 21938	Primary 7/2021 Spare 9/2022	10/2021	OK	9/18/2020
Central Admin.	Near Copiers	Frax	7653 21941	Primary 9/2022 Spare 9/2022	10/2021	OK	9/18/2020
Transportation	Outside Dispatch Office	Zoll AED Plus	504414	Primary 12/26/2020 Spare 12/26/2020	12/26/2020	2/23/2021	9/18/2020
Bennett Elementary	Front Corridor	Frax	7652 21936	Primary 9/2022 Spare 9/2022	10/2021	OK	9/18/2020
Phoenicia Elementary	Outside Cafeteria	Frax	7658 21935	Primary 9/2022 Spare 9/2022	10/2021	OK	9/18/2020
Woodstock Elementary	Front Corridor	Frax	7647 21937	Primary 9/2022 Spare 9/2022	10/2021	OK	9/18/2020

Venue Specific Emergency Action Plan

Upper Fields (Field Hockey, Soccer Baseball, Softball)

Emergency Personnel

- Coaching Staff
- Athletic Trainer

Communication

- Cellular phones
- Athletic Trainer cell phone:
- Olive Police Department: 845-331-3115
- Onteora SRO: 845-656-9111
- EMS: 911

Equipment

- Team medical kit
- AED will be located with the Athletic Trainer on the Toro or nearest stationary AED is located in the soccer equipment shed and the tennis equipment shed.

Responsibility of the First Responder

- The most qualified person should provide immediate medical care to injured individual.
- Activate EMS and provide information to EMS.
 - Notify Athletic Trainer if not at scene.
- When calling 911, be prepared to have this information:
 - State your name
 - Age/gender of injured individual
 - Location of injured individual
 - Number of individuals injured on scene
 - Treatment given (First Aid, CPR, rescue breathing, etc.)
- Retrieve emergency medical equipment
- Control the scene
- Direct EMS
-

Venue Specific Concerns:

- No AED located outside
- Must communicate with Athletic Trainer
- Gate from access road must be open for EMS to gain entrance to the field during athletic practices and contests.

Track/Football Field

Emergency Personnel

- Coaching Staff
- Athletic Trainer

Communication

- Cellular phones
- Athletic Trainer cell phone:
- Olive Police Department: 845-331-3115
- Onteora SRO: 845-656-9111
- EMS: 911

Equipment

- Team medical kit
- AED will be located with the Athletic Trainer on the Toro or nearest stationary AED is located with the coach.

Responsibility of the First Responder

- The most qualified person should provide immediate medical care to injured individual.
- Activate EMS and provide information to EMS.
 - Notify Athletic Trainer if not at scene.
- When calling 911, be prepared to have this information:
 - State your name
 - Age/gender of injured individual
 - Location of injured individual
 - Number of individuals injured on scene
 - Treatment given (First Aid, CPR, rescue breathing, etc.)
- Retrieve emergency medical equipment
- Control the scene
- Direct EMS
-

Venue Specific Concerns:

- No AED located outside
- Must communicate with Athletic Trainer
- EMS must be directed on to the field.

Tennis Courts

Emergency Personnel

- Coaching Staff
- Athletic Trainer

Communication

- Cellular phones
- Athletic Trainer cell phone:
- Olive Police Department: 845-331-3115
- Onteora SRO: 845-656-9111
- EMS: 911

Equipment

- Team medical kit
- AED will be located with the Athletic Trainer on the Toro or nearest stationary AED is located in the equipment shed.

Responsibility of the First Responder

- The most qualified person should provide immediate medical care to injured individual.
- Activate EMS and provide information to EMS.
 - Notify Athletic Trainer if not at scene.
- When calling 911, be prepared to have this information:
 - State your name
 - Age/gender of injured individual
 - Location of injured individual
 - Number of individuals injured on scene
 - Treatment given (First Aid, CPR, rescue breathing, etc.)
- Retrieve emergency medical equipment
- Control the scene
- Direct EMS
-

Venue Specific Concerns:

- Must communicate with Athletic Trainer
- EMS will need to be directed on to the field

Davis Park Baseball Field

Emergency Personnel

- Coaching Staff
- Athletic Trainer

Communication

- Cellular phones
- Athletic Trainer cell phone:
- Olive Police Department: 845-331-3115
- Onteora SRO: 845-656-9111
- EMS: 911

Equipment

- Team medical kit
- AED will be located in the home team dugout or with the Athletic Trainer if on site.

Responsibility of the First Responder

- The most qualified person should provide immediate medical care to injured individual.
- Activate EMS and provide information to EMS.
 - Notify Athletic Trainer if not at scene.
- When calling 911, be prepared to have this information:
 - State your name
 - Age/gender of injured individual
 - Location of injured individual
 - Number of individuals injured on scene
 - Treatment given (First Aid, CPR, rescue breathing, etc.)
- Retrieve emergency medical equipment
- Control the scene
- Direct EMS
-

Venue Specific Concerns:

- Must communicate with Athletic Trainer
- EMS must be directed on to the field.

Emerson Soccer Fields

Emergency Personnel

- Coaching Staff
- Athletic Trainer

Communication

- Cellular phones (Limited cellular service)
- Athletic Trainer cell phone:
- Shandaken Police Department: 845-688-9902
- Onteora SRO: 845-656-9111
- EMS: 911

Equipment

- Team medical kit
- AED will be located with the coach.

Responsibility of the First Responder

- The most qualified person should provide immediate medical care to injured individual.
- Activate EMS and provide information to EMS.
 - Notify Athletic Trainer if not at scene.
- When calling 911, be prepared to have this information:
 - State your name
 - Age/gender of injured individual
 - Location of injured individual
 - Number of individuals injured on scene
 - Treatment given (First Aid, CPR, rescue breathing, etc.)
- Retrieve emergency medical equipment
- Control the scene
- Direct EMS

Venue Specific Concerns:

- No cellular service
- No AED located on premises
- Must communicate with Athletic Trainer
- EMS will need to be directed to the field

Fitness Center

Emergency Personnel

- Coaching Staff
- Athletic Trainer

Communication

- Cellular phones
- Athletic Trainer cell phone:
- Olive Police Department: 845-331-3115
- Onteora SRO: 845-656-9111
- EMS: 911

Equipment

- Team medical kit
- AED will be located with the Athletic Trainer or nearest stationary AED is located in the gym near the cafeteria entrance.

Responsibility of the First Responder

- The most qualified person should provide immediate medical care to injured individual.
- Activate EMS and provide information to EMS.
 - Notify Athletic Trainer if not at scene.
- When calling 911, be prepared to have this information:
 - State your name
 - Age/gender of injured individual
 - Location of injured individual
 - Number of individuals injured on scene
 - Treatment given (First Aid, CPR, rescue breathing, etc.)
- Retrieve emergency medical equipment
- Control the scene
- Direct EMS
-

Venue Specific Concerns:

- EMS will need to be directed from Main Entrance of the High School or towards the back of the High School gymnasium entrance.

Types of Emergencies:

It is important to distinguish between life-threatening and non-life-threatening emergencies. Each situation is relatively unique and should be treated as such. Below are examples of life-threatening and non-life-threatening emergencies.

Examples of life-threatening emergencies:

- Sudden cardiac arrest (SCA)
- Suspected spine or neck injury
- Loss of consciousness (LOC)
- Traumatic brain injury (TBI)
- Uncontrollable bleeding
- Difficulty or obstructed breathing
- Heat or cold related injuries

Examples of non-life-threatening emergencies:

- Fractures
- Dislocations
- Head injuries that result in worsening of signs/symptoms following the reevaluation
- Severe bleeding that is difficult to stop

When to activate EMS during an emergency:

EMS should be activated during all life-threatening emergencies. It is up to the first responder to determine whether or not EMS should be activated during non-life-threatening emergencies. EMS should be activated during non-life-threatening emergencies if the individual suffers a fracture that cannot be easily splinted (e.g. visible bone), dislocations that may be limb threatening, head injury resulting in a deteriorating state or severe bleeding.

Sudden Cardiac Arrest

Sudden Cardiac Arrest (SCA) is a condition in which the heart abruptly stops functioning. Unfortunately, this condition results in the deaths of 2,000 young people under the age of 25 per year. You should suspect SCA in any individual who collapsed in the absence of trauma and goes unresponsive. The first responder must evaluate airway, breathing and circulation. An AED should already be on the scene or on its way. Cardio Pulmonary Resuscitation (CPR) must be administered immediately and AED pads should be placed on the individual as soon as it arrives. Early defibrillation is of utmost importance. A shock goal of less than 3 minutes

from the time of collapse is strongly recommended. After the time of collapse, seizure-like activity is often present and should not be mistaken for seizure. Occasional or agonal gasps should not be mistaken for normal breathing.

1. Activate the EAP (Check, Call, Care)
2. Begin CPR, stopping only to allow AED to analyze rhythm
3. Follow AED prompts and continue CPR as directed until EMS arrives

Suspected Head or Neck Injury

Athletic participation carries with it the risk of catastrophic cervical spine injury. Because of the potential for permanent neurological injury or death associated with cervical spine injury, proper on-field management is of utmost crucial. Sports medicine professionals support the practice of not removing football helmets when there is even the slightest chance of cervical spine injury for the following reasons:

1. The football helmet does not hinder proper head and neck immobilization techniques.
2. The football helmet does not hinder the ability of the examiner to visualize facial and cranial injuries.
3. The football helmet with the facemask removed allows for proper management and control of the airway during CPR.
4. The football helmet will tend to protect against hyper-flexion of the cervical spine in the presence of shoulder pads.

**The NFHS SMAC supports the recommendations and guidelines set forth in the National Athletic Trainer's Associations' 2009 Position statement on the Acute Management of the Cervical Spine Injured Athlete.

Immediate care of all suspected spine injuries:

- Any athlete suspected of having a spinal injury should NOT be moved and should be managed as though a spinal injury exists.
- The athlete's airway, breathing, circulation, neurological status, and level of consciousness should be assessed.
- The athlete should not be moved unless absolutely essential to maintain airway breathing, or circulation.

- If the athlete must be moved to maintain airway, breathing or circulation, the athlete should be placed in a supine position while maintaining spinal immobilization.
- When moving a suspected spine-injured athlete, the head and trunk should be moved as a unit.
- The EAP should be activated immediately.

Facemask removal:

- It is imperative that all coaches, athletic trainers, team physicians and EMS personnel practice the use of the different face mask removal tools and familiarize themselves with how the face mask is to be removed from every helmet currently on the market.
- The facemask should be removed prior to transportation, regardless of the athlete's respiratory status.
- Those involved in the pre-hospital care of injured football players should have the tools for facemask removal readily available (screwdriver, power screwdriver, Trainer's Angle, FM Extractor, or modified anvil pruner. A backup removal tool should also be on hand if a screwdriver is the first tool of choice.)

Football Helmet removal:

1. The athletic helmet and chinstrap should only be removed:
 - a. If the helmet and chin strap do not hold the head securely, such that immobilization of the helmet does not also immobilize the head.
 - b. If the design of the helmet and chin strap is such that even after removal of the facemask the airway cannot be controlled or ventilation provided.
 - c. If the facemask cannot be removed after a reasonable period of time (about 2 minutes).
 - d. If the helmet prevents immobilization for transportation in an appropriate position.
2. If the helmet does need to be removed
 - a. Spinal immobilization must be maintained while removing the helmet.
 - b. Helmet removal should be frequently practiced under proper supervision. Specific guidelines for helmet removal need to be developed.
 - c. In most circumstances, it may be helpful to remove cheek padding and/or deflate air padding prior to helmet removal.

Helmet removal in other sports:

1. It is recommended that each situation be treated individually and held to the same criteria for determining the removal of football helmets. In all cases, it is recommended that the helmet be left on during pre-hospital management of the spine injured athlete unless:

- a. The helmet is not form-fitted to the head, such that the head is able to move within the helmet and is not provided adequate immobilization.
- b. The design of the helmet does not allow for airway control, even after the face mask is removed.
- c. The face mask is difficult to remove and cannot be done in a reasonable amount of time.
- d. The helmet does not allow immobilization in a safe position for transportation.

Traumatic Brain Injury or Concussions

Concussions are one of the most complex injuries sports medicine professionals face. A concussion occurs from forces applied either directly or indirectly to the skull that result in the rapid acceleration and deceleration of the brain. All coaches must be familiar with the signs and symptoms associated with concussions. Each coach is required to complete the “Heads up to Youth Sports” concussion awareness online training course provided free of charge by the Center for Disease Control (CDC). If an athlete is suspected to have sustained a possible concussion they should be immediately removed from participation. If the Athletic Trainer is not on the scene already, he should be notified at the time of injury. EMS should be activated if the significant head and/or neck injury results in loss of consciousness or worsening symptoms (persistent nausea or vomiting, neurological changes, declining level of consciousness, seizure, or complete loss of consciousness). Please refer to the Ontario Central School District Concussion Management Policy for more information.

****Please note that if an athlete is unconscious after sustaining a head and/or neck injury they must NOT be moved. Instead, stabilize the head/neck and activate EAP immediately.**

Respiratory Distress

An individual may experience a form of respiratory distress as a result of a variety of causes or “triggers”.

Asthma

Asthma is a disease in which the airway becomes inflamed and airflow is restricted. Those with a history of asthma usually know how to care for themselves when an attack occurs. The Athletic Trainer and coaches should be informed of athletes who have been diagnosed with asthma. The athlete should have their inhaler on them at all times. If possible, it is recommended that the athlete provide the Athletic Trainer with an additional inhaler in case of emergency.

Actions to take:

- Attempt to relax and reassure.
- If medication has been cleared by the physician, it should be administered.
- Instruct the athlete to perform controlled breathing along with relaxation exercises.
- If the environment is causing asthma attack, remove athlete from the specific area.
- If symptoms (e.g. wheezing) subside, encourage the athlete to drink water.

*If problems persist or worsen, the EAP should be activated.

Anaphylaxis

Anaphylaxis shock is the result of severe allergic reaction caused by foods, insect stings (bees), or drugs, or by inhaling dusts, pollens, or other substances.

Signs/symptoms associated with anaphylaxis include: difficulty breathing (i.e. shortness of breath), flushing, itching, hives, sneezing, and lightheadedness.

Actions to take:

- Administer epinephrine via Epi-pen Auto injector: 0.3 mg of 1:1000 solution.
- The effects of epinephrine occur within seconds; however, their duration of effectiveness is short lasting about 10-20 minutes.
- The EAP should have been activated by this time and EMS should be on their way to transport.

*Coaches should be aware of athletes with severe allergies and their plan of care (i.e. where their epi-pen is).

Hyperventilation

In this case the athlete may present with a rapid respiratory rate, anxiety, lightheadedness, tingling into fingers/mouth.

Exertional Heat Illness (EHI)

The risk of EHI is ever present during exercise in the heat but can also occur in “normal” environmental conditions as well. EHI is a moderate to severe heat illness characterized by organ and tissue injury associated with sustained high body temperature resulting from strenuous exercise and environmental heat exposure. Core body temperature is usually but not always greater than 105°F. The most severe heat illness is exertional heat stroke (EHS). The first sign of EHS is often CNS dysfunction (e. g. collapse, aggressiveness, irritability, confusion, seizures, altered consciousness.). If not recognized in its infancy, EHS can lead to multi-organ system failure. It is strongly recommended that all athletic staff be familiar with the signs and symptoms associated with EHS. The assessment of rectal temperature is the clinical gold standard for obtaining core body temperature. *No other field-expedient methods of obtaining core body temperature (e. g. oral, axillary, tympanic, forehead sticker, temporal) are valid or reliable after intense exercise in the heat, and they may lead to inadequate or inappropriate treatment, thereby endangering the health of the individual. Obtaining rectal temperature may not be feasible. Instead, the first responder should rely on other key diagnostic indicators (e.g. CNS dysfunction).*

Actions to take:

- Remove from participation immediately.
- Remove all equipment and excess clothing.
- Begin to cool and rehydrate as quickly as possible within 30 minutes via whole body ice water immersion; stir water and ice throughout cooling process. Immersion water should be approx. 35°F to 59°F.
- If immersion is not possible, take the athlete into a cold shower or move to shaded, cool area and use rotating cold wet towels/ice bags to cover as much of the body surface as possible.
- Maintain airway, breathing and circulation.
- Monitor vital signs (e.g. heart rate, respiratory rate, blood pressure, and CNS status).

General rule of thumb is that the cooling rate will be about 1°F every 3 minutes when considering entire immersion period from post collapse with water temps at 39°F.

In the event Heat Stroke is suspected:

**Make sure the hospital is aware of the circumstances before the patient is transported. (May want to make sure core temperature is below 102°F prior to transport).

Heat Index

During the Fall and Spring seasons it is important to monitor the heat index. This is especially a concern during the preseason and in season months during the fall. NYSPHSAA has published strict procedures that must be followed for all athletic events (i.e. practice and games). The heat index is based on the “feels like temperature”. This must be checked 1 hour before the contest/practice when the air temperature is 80°F or higher. The designated source for measuring heat index is WeatherBug. This is available via phone app or logging onto www.Weatherbug.com. A Wet Bulb (WB) indicator may also be used by the Athletic Trainer. If the heat index or WB is 90°F or above, it must be re-checked at halftime or midway point of the contest. If the heat index or WB is 96°F or more, the contest will be suspended.

Please refer to the following chart:

	Feels Like Temp(Heat Index) or Wet Bulb indicator under 79 degrees	Full activity. No restrictions
R E C O M M E N D E D	Heat Index Caution: Feels Like Temp (Heat Index) or Wet Bulb indicator 80 degrees to 85 degrees	Provide ample water and multiple water breaks. Monitor athletes for heat illness. Consider reducing the amount of time for the practice session.
	Heat Index Watch: Feels Like Temp (Heat Index) or Wet Bulb indicator 86 degrees to 90 degrees	Provide ample water and multiple water breaks. Monitor athletes for heat illness. Consider postponing practice to a time when Feels Like temp is lower. Consider reducing the amount of time for the practice session. 1 hour of recovery time for every hour of practice (ex. 2hr practice = 2hr recovery time).
	Heat Index Warning: Feels Like Temp (Heat Index) or Wet Bulb Indicator 91 degrees to 95 degrees	Provide ample water and water breaks every 15 minutes. Monitor athletes for heat illness. Consider postponing practice to a time when Feels Like temp is much lower. Consider reducing the amount of time for the practice session. 1 hour of recovery time for every hour of practice (ex. 2hr practice = 2hr recovery time). Light weight and loose fitting clothes should be worn. For Practices only Football Helmets should be worn. No other protective equipment should be worn.
REQUIRED	Heat Index Alert: Feels Like Temp (Heat Index) or Wet Bulb indicator 96 degrees or greater	No outside activity, practice or contest, should be held. Inside activity should only be held if air conditioned.

Wind Chill

Administration of Wind Chill Procedures:

- Feels Like Temperature (Wind Chill) will be checked 1 hour before the contest/practice by a certified athletic trainer, athletic director, or school designee when the air temperature is 39°F or lower.
- Download WeatherBug app to your phone or log into www.weatherbug.com
- Enter zip code or city and state in the location sections of the app or on line.
- If the Feels Like temperature (wind chill) is 10°F or below, the athletic trainer, athletic director, or school designee must recheck the Feels Like (wind chill) at halftime or midway point of the contest. If the Feels Like (wind chill) temperature is 11°F or lower, the contest will be suspended.

Please refer to the following chart:

	Feels Like Temp (wind chill) above 40 degrees	Full activity. No restrictions
R E C O M M E N D E D	Wind Chill Caution: Feels Like Temp (wind chill) 39 degrees to 20 degrees	Stay adequately hydrated. Notify coaches of the threat of cold related illnesses. Have students and coaches dress in layers of clothing.
	Wind Chill Watch: Feels Like Temp (wind chill) 19 degrees to 10 degrees	Stay adequately hydrated. Notify coaches of the threat of cold related illnesses. Have students and coaches dress in layers of clothing. Cover the head and neck to prevent heat loss.
	Wind Chill Warning: Feels Like Temp (wind chill) 9 degrees to -10 degrees	Stay adequately hydrated. Notify coaches of the threat of cold related illnesses. Have students and coaches dress in layers of clothing. Cover the head and neck to prevent heat loss. Consider postponing practice to a time when the Feels Like temp is much higher. Consider reducing the amount of time for an outdoor practice session.
REQUIRED	Wind Chill Alert: Feels Like Temp (wind chill) -11 degrees or lower	No outside activity, practice or contest, should be held.

Special Note: Alpine Skiing will be exempt from this policy and will follow the regulations of the host ski center where the practice or event is being held.

Approved May 1, 2010
Updated July 27, 2016

Lightning Policy

Lightning is a widespread danger to the physically active population. No location in the United States is safe from lightning. Worldwide, lightning causes an estimated 24,000 deaths and about 240,000 injuries annually. It is important that Onteora Central Schools have a lightning emergency action plan. To monitor lightning, the Athletic Trainer will utilize both the Flash-Bang method and WeatherBug-Spark lightning tracker which will indicate that distance of the closest lightning strike in the past 30 minutes.

- If thunderstorms appear imminent, activities will be postponed or suspended.
- It is important that all outdoor activities are alerted; this includes both on and off campus teams as well as those in practice or competition.

- The preferred method of communication is personal cellular phones.

Flash-Bang Method

- Count the seconds from the time lightning/flash is sighted to when the clap/bang of thunder is heard. Divide this number by 5 and this will equal how far away (in miles) the lightning is occurring. For example, 20 second count equals 4 miles away. As a minimum, the National Severe Storms Laboratory (NSSL) strongly recommends that all individuals have left the athletic sites and reach a safe location by the flash-to-bang count of 30 seconds (6 miles). However, lightning can strike as far as 10 miles and it does not have to rain for lightning to strike.
- If the athletic activity is not already postponed and lightning is seen and/or thunder is heard, all activities will be suspended for 30 minutes following the last boom or strike. The clock will restart after each thunder/lightning occurrence. Once it has been determined that both thunder and lightning have left the area, athletic activities may resume after the 30-minute mark.

Safe Shelter

- A safe shelter is an enclosed building within a reasonable distance from the athletic venue.
- All athletes (both home and away teams) will be directed to the nearest entrance of the high school/middle school. It is recommended to coaches that they congregate their teams in one location to accurately get a head count (e.g. high school main lobby or gymnasium).
- Safe shelter alternative:
 - If there is no structural shelter available, it is safe to seek coverage in a vehicle with a solid metal top (e.g. bus, van, car).

DO NOT find shelter in a convertible vehicle, golf cart, areas near water, open fields, dugouts, metal objects (bleachers, fences, light poles) or individual tall trees. **AVOID BEING THE HIGHEST OBJECT IN AN OPEN AREA.** Note: Sports with metal objects (e.g. baseball, lacrosse, tennis, golf, etc.) place objects on the ground and do not carry. Remove cleats with metal spikes.

If someone is struck by lightning, immediately activate the EAP. A person struck by lightning does not carry an electrical charge. If necessary, move the victim to a safe location.

Documentation

During and following activation of the EAP, personnel should document all care and actions taken. This information should be compiled and reviewed by the appropriate personnel. This will create an opportunity for discussion regarding possible improvements to the EAP.

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