

Miller Place Union Free School District



PHYSICAL EDUCATION PLAN 2023-2025

Board of Education

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Susan G. Craddock Assistant Superintendent
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Colleen V. Card, School Business Official
Christopher J. Herrschaft, Director of Human Resources

Physical Education Plan 2019-20 revised in consultation with:

Susan G. Craddock, Assistant Superintendent
Ron Petrie, Administrator for Physical Education, Health, Athletics and Intramurals
Kevin Slavin, Miller Place High School Principal
Matt Clark, North Country Road Middle School Principal
Christopher Herrschaft, Laddie a. Decker Sound Beach School
Laura Gewurz, Andrew Muller Primary School Principal

Physical Education Plan 2020-21 revised in consultation with:

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Table of Contents

<u>School District</u>	
General Description of District.....	4
Location.....	5
Demographics.....	6
Physical Education Plan	
Overview.....	6
NYS Ed. Law 803.....	7
New York State Physical Education Requirements.....	8
Board of Education Mission, Beliefs, Goals & Vision.....	9-10
Mission Statement of the Physical Education Department	11
Instructional Placement.....	11
Adapted Instruction.....	11
Required Instruction.....	12
Curriculum	
National Standards.....	12
NYS Standards.....	12
Curriculum	
Primary (K-2)	13
Elementary (3-5)	14
Middle School (6-8)	14
High School (9-12)	15-16
Grading	
Rubric.....	18
Scale.....	18
Example Rubrics.....	19-20
Attendance.....	21
Athletics	
Offerings.....	22-23
Eligibility.....	23
Sports Physicals.....	23
Mixed Competition.....	24
APP.....	24
Hiring Practices.....	24
Athletic Participation for credit.....	24
Evaluations.....	24
Athletic Trainer.....	24
Codes of Conduct (student & coach).....	24
Emergency Action Plans.....	24
Facilities.....	25
Administrative Policies	
Sports Physicals.....	26
Fitness Testing.....	26
Class Sizes	26
Use of Non-PE/School Facilities.....	26-2727
Supplemental Personnel.....	27
Summer School.....	27
Safety Practices.....	27-28
Appendix A – NYSED Commissioner’s Regulations	
Appendix B – MPSD Emergency Action Plan	
Appendix C – Board of Education Policies	
Appendix D – Medical Physical Education	
Appendix E – MPSD/Athletic Department Practices	

District Profile

The Miller Place Union Free School District is located on the north shore of Suffolk County (Long Island) within the Town of Brookhaven, approximately 65 miles east of Manhattan. The school district includes all of Miller Place and part of the community of Sound Beach. The area encompassed by the district is six and two-thirds square miles, with a population of approximately 15,000. The school system is an integral part of the community and works with many community organizations.

The community is primarily residential in nature, with little industrial development and some shops and shopping centers. The economic base of the school district is concentrated in private, attractive and well-kept homes. Miller Place is readily accessible from all parts of the metropolitan area. The Long Island Expressway, Northern State parkway, Long Island Mac Arthur Airport, Long Island Railroad, and the Port Jefferson and Bridgeport Steamboat Company are all within reasonable distances.

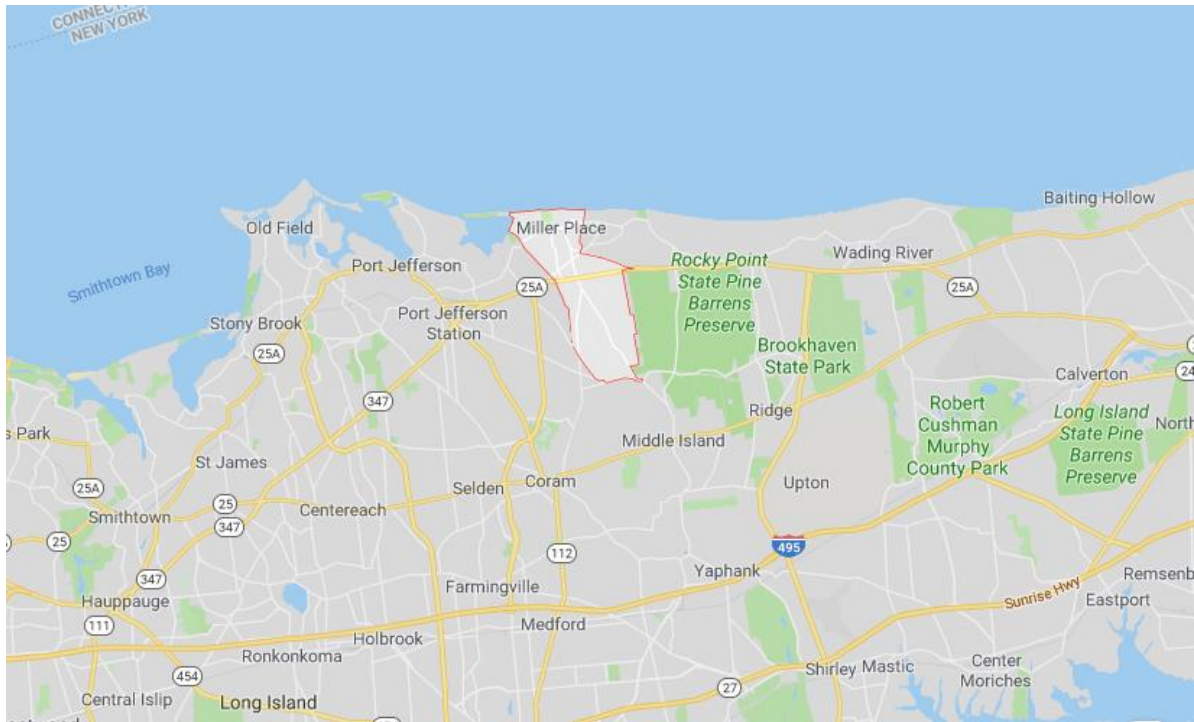
The district operates two elementary schools, a middle school, and a high school. The buildings were all constructed in the late 1960's and early 1970's, with the exception of the North Country Road Middle School, which was erected in 1937, and has had several additions. By 1972, the school enrollment was large enough to justify Miller Place having its own high school which opened that year and held its first graduation in 1975. The central office facilities are housed at 7 Memorial Drive. The buildings and grounds provide an excellent setting for the quality educational programs offered by the district.

The varied educational needs and interests of the district are served by a well-trained and dedicated professional staff, and support staff. In addition to the Superintendent, there is an Assistant Superintendent, a School Business Official, four Building Principals, six Assistant Principals, and one part-time Dean of Students. The governance of the district consists of a five-member Board of Education, each elected at large for a term of three years.

The educational programs and services offered at Miller Place reflect a quest for scholastic excellence, combined with a genuine respect and concern for the worth and development of the individual students. The curriculum is aligned with New York Standards and provides numerous educational opportunities through enrichment programs and BOCES placement. In addition to its strong academic traditions and offerings, Miller Place offers an after-school program of clubs and sports at the secondary level. The Miller Place School District is proud of its academic record; 95% of Miller Place graduates attend college. In addition, Miller Place School District ranks among the top schools in the nation as a challenge school.

Stony Brook University, Suffolk County Community College and the Stony Brook Museums are all located within a short distance of the district, providing the opportunity for varied cultural and intellectual experiences. There are several modern hospitals nearby, including the Stony Brook Medical Center.

District Maps



MILLER PLACE SCHOOL DISTRICT - DEMOGRAPHICS

A. SCHOOL ENROLLMENTS

SCHOOL	2020-21	2021-22	2022-23
Andrew Muller Primary School (K-2)	449	451	468
Sound Beach School (3-5)	489	500	473
North Country Road Middle School (6-8)	567	569	534
Miller Place High School (9-12)	877	843	820
Total Enrollment	2382	2363	2295
Increase/Decrease		-.80%	-2.88%

B. CLASS SIZE

Grade	Class Avg.	ENL	Male	Female
Kindergarten (co-ed)	20	6	9	11
1 st Grade (co-ed)	22	2	10	12
2 nd Grade (co-ed)	22	7	10	12
3 rd Grade (co-ed)	24	1	12	12
4 th Grade (co-ed)	27	4	14	13
5 th Grade (co-ed)	27	6	12	15
6 th Grade (co-ed)	20	2	11	9
7 th Grade (co-ed)	21	3	10	11
8 th Grade (co-ed)	21	1	12	9
9-12 combined (co-ed)	23	3	12	11
		3		
		1		
		1		

C. STUDENTS

Category	2020-21	2021-22	2022-23
Spec Ed	16%	17%	17%
Free Lunch	12%	13%	13%
Reduced Lunch	2%	1%	2%
Grad Rate	97%	99%	99%

D. ETHNICITY

Year	Hispanic	American Indian	Asian	Black	White	Multiple
2020-21	9%	0%	2%	2%	85%	2%
2021-22	10%	0%	2%	2%	84%	3%
2022-23	10%	0%	2%	2%	84%	3%

EDUCATION LAW, SECTION 803

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

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

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

NYS Physical Education requirements

- All students in K-12 must attend and participate in a physical education program.
- All pupils in grades K-3 shall attend and participate in physical education on a daily basis (120 minutes per calendar week exclusive of any time that may be required for dressing and showering for K-6 buildings).
- All pupils in grades 4-6 shall attend and participate in physical education not less than three times per week (120 minutes per calendar week exclusive of any time that may be required for dressing and showering for K-6 buildings).
- All pupils in grades 7-12 shall attend and participate in physical education for not less than three times per week in one semester, and not less than two times per week in the other semester.

Miller Place Board of Education

A. Mission Statement

The Miller Place School District's mission is to educate all students to their fullest potential by providing opportunities for learning that are challenging and effective. This education will enable all students to master the knowledgeable skills, strategies, and attitudes necessary to become lifelong learners and responsible citizens.

B. Belief Statement

- *Children are our community's most valuable asset*
- *All children can succeed in learning*
- *Every individual has inherent worth*
- *Children learn at different rates and in different ways*
- *Learning is a lifelong process*
- *Our democratic form of government thrives upon an educated citizenry*
- *Parents bear primary responsibility for the welfare and development of their children*
- *Excellence in learning is directly related to excellence in teaching*
- *The school district is accountable to the public*
- *Understanding and appreciation of cultural diversity are critical to world peace and harmony*
- *Education is the shared responsibility of the school, student, family, government and the entire community*
- *A core of common values and ethical conduct are fundamental to sustaining our society*
- *All children have the capacity to become responsible citizen*
- *Each individual is entitled to equal educational opportunities*

C. Vision & Goals (2022-2024)

Student Achievement and Engagement

- Goal 1: Improve student performance within all cohort groups through a focus on effective instructional strategies designed to meet the needs of all students.
- Goal 2: Provide and implement technology and resources to support a quality 21st century education.
- Goal 3: Provide resources and opportunities for students to reach their full potential in school and post-graduation endeavors.

Objectives:

- a. Analyze state and local assessment data to inform needs for continued professional development, instructional practices, and instructional resources.
- b. Apply data driven practices to determine if coursework is effective for student success and to promote and support differentiated instructional strategies to produce academic excellence.
- c. Develop and offer student and parent workshops.
- d. Align District curriculum with updated NYS standards.
- e. Support the implementation of the Computer Science and Digital Fluency standards and related professional development.
- f. Increase opportunities for instructional contact time with all students beyond the classroom/school day.

- g. Promote strong student involvement in athletics, extracurricular activities and clubs.

Wellness, Safety, Security, and Facility Management

- Goal 1: Provide a safe and secure learning environment and workplace.
- Goal 2: Monitor school security systems and procedures that prioritize student, staff, and school safety.
- Goal 3: Enhance the buildings and grounds functionality and appearance.
- Goal 4: Provide a safe, welcoming, and inclusive environment that fosters positive learning experiences for students and staff.

Objectives:

- a. Maximize partnerships with local first responders and other municipalities.
- b. Provide prevention and awareness on bullying, harassment, substance abuse, and other wellness topics by offering presentations, and guest speaker opportunities to students, staff, and families.
- c. Continue to review, revise, and practice school safety and security programs and protocols.
- d. Improve functionality and appearance of District facilities through community bond projects.

Budget Development and Financial Planning

- Goal 1: Propose a fiscally responsive budget that provides for enriching instructional opportunities and maintains the facilities for student needs.

Objectives:

- a. Financial planning with strong internal and external controls.
- b. Monitor the District's credit rating.
- c. Provide budget information on the District website for community access.
- d. Encourage community participation throughout the budget process.
- e. Develop a strategic plan with a focus on short-term and long-term planning for the wellbeing of the students in the district.

Community Engagement

- Goal 1: Provide opportunities for community access and flow of information to all stakeholders in a timely manner.
- Goal 2: Opportunities for community input to support District planning, goals, and the budget process.

Objectives:

- a. Opportunities for engagement through partnerships with community organizations.
- b. Investigate and review media platforms to expand community outreach.
- c. Revisions and timely updates to the District website.
- d. Provide the community with multiple opportunities to access monthly BOE meetings.

Overview of Miller Place UFSD Physical Education

Physical educators in the Miller Place UFSD are responsible for helping children acquire knowledge, skills and self-confidence they need to participate fully in physical activities during their school years and beyond. By using the *New York State Learning Standards for Health, Physical Education, and Family Consumer Sciences* and the *National Standards for Physical Education*, Miller Place UFSD has designed a comprehensive program that stresses what students should know as a result of instruction in this area. Standards guide curriculum in all content areas, and such is the case in the physical education program.

Educators can motivate students to make a commitment to be physically active by aligning instruction with these standards for physical education, and creating curriculum and activities designed to instill within students a desire to be active for life. A comprehensive, developmentally appropriate kindergarten through Grade 12 program includes promotion of physical activity among youth and motivation to pursue lifelong active participation which enhance quality of life.

The research continues to validate the need for active lifestyles. Child and adolescent obesity rates are at the highest level ever. 1 out of 6 (18%) of children ages 2-19 are classified as obese. (<https://srahec.org/childhood-obesity>). People who are physically active on a regular basis are healthier than those who are not. However, the *1996 Surgeon General's Report* indicates that more than half of American youth ages 12 to 21 are not vigorously active on a regular basis. In addition, participation in all types of physical activity tends to decline as age or grade increases. This becomes the critical challenge, especially in the middle and high school years. Physical educators must play a key role in reversing this trend by designing programs that:

- teach motor skills necessary to participate in a wide variety of physical activities
- help students understand the link between physical activity and good health
- convince ALL students that physical activity has an immediate benefit in reducing stress, building self-esteem and controlling weight, as well as being fun and inexpensive

The Miller Place UFSD Physical Education program will emphasize the need for physical education programs that stress enjoyable participation in lifetime physical activities such as walking, biking, and personal fitness alternatives, not just the traditional competitive sports. By creating standards and curriculum that challenges each Miller Place student, physical education will be a meaningful educational experience.

Mission Statement of the Miller Place Physical Education Department

The Mission Statement of the Physical Education Department in the Miller Place Union Free School District is to provide a positive environment based on the acquisition of skills that are the foundation for engaging in physical activity.

We strive to empower all students to sustain regular, lifelong physical activity as one of the cornerstones for a healthy, productive and fulfilling life.

The Miller Place School District Physical Education curriculum is a sequential program of age-appropriate activities, lessons and units of study. Each activity is designed to prepare all students through active participation, all students to know and understand the lifelong benefits of physical activity.

We challenge all students to grow in character, self-reliance and self-discipline. We facilitate growth in student's self-image and to reach a higher level of health, vitality and overall wellness.

Certification & Instructional Placement

- A. Miller Place School District maintains a staff comprised full-time Physical Education teachers to teach each section of classes in grades K-12.
- B. All physical education teachers are required to maintain appropriate NYS certification for Physical Education instruction.
- C. Physical Education instructional staff is assigned based on enrollment and curriculum needs at the following schools in the district.
 - a. Miller Place High School (9-12 Building)
 - b. North Country Road Middle School (6-8 Building)
 - c. Laddie Decker – Sound Beach School (3-5 Building)
 - d. Andrew Muller Primary School (K-2 Building)
- D. Adaptive Physical Education is handled through our NYS Grant program as a designated stipend position in addition to that teacher's regular teaching schedule.

NYS Required Instruction in Physical Education

- A. Per NYSED guidelines, the following requirements pertain to Physical Education instruction in the public school setting. Compliance to NYS Standards require meeting both of the following standards for contact. The chart below outlines such standards by grade.

Grade	Minutes per Week Required	Times per Week Required
K	120 minutes	5x per week
1st	120 minutes	5x per week
2nd	120 minutes	5x per week
3rd	120 minutes	5x per week
4th	120 minutes	3x per week
5^{th***}	120 minutes	3x per week
6^{th***}	120 minutes	3x per week
7th	Average of 90 minutes	2x (or) 3x, alternating
8th	Average of 90 minutes	2x (or) 3x, alternating
9th	Average of 90 minutes	2x (or) 3x, alternating
10th	Average of 90 minutes	2x (or) 3x, alternating
11th	Average of 90 minutes	2x (or) 3x, alternating
12th	Average of 90 minutes	2x (or) 3x, alternating

***** indicates that 5th/6th may use secondary standards if they are housed with students in grade 7 and 8.**

- B. Per an internal audit of the Miller Place Physical Education instructional program as of 2018-2019, the following are areas of compliance/non-compliance per NYS Standards.

CURRICULUM

A. NATIONAL STANDARDS/GRADE LEVEL OUTCOMES for K-12 PHYSICAL EDUCATION

- The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.
- To pursue a lifetime of healthful physical activity, a physically literate individual:
 - Has learned the skills necessary to participate in a variety of physical activities
 - Knows the implications of and the benefits from involvement in various types of physical activities
 - Participates regularly in physical activity
 - Is physically fit
 - Values physical activity and its contributions to a healthful lifestyle

B. NYS STANDARDS of LEARNING

- Updated as of 2020, the new standards for Physical Education (K-12) are structured as follows:

- *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.*

More detailed information can be reviewed via accessing the following document link:
<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/new-york-physical-education-learning-standards-2020.pdf>

MPUFSD CURRICULUM OVERVIEW

A. ELEMENTARY (Grades K-2)

The Miller Place School District K-2 Physical Education Curriculum focuses on introduction to being a proficient participant within various Skill Themes & Movement Concepts. Specifically students will be exposed through the following content areas within structured activities covering 3-5 week units. All 3 standards are addressed within all lesson/units.

- Locomotor Movements/ Spatial Awareness – (*NYS Standards 1 & 2*)
 - Personal vs. General Space
 - Movements: Skipping, Running, Galloping, Hopping & Jumping
 - Dodging Skills
 - Speeds
 - Directions
 - Levels
 - Dance/Creative movements
- Cooperative Games – (*NYS Standards 1 & 2*)
 - Thematic games (Holidays)
 - Parachute skills
- Skill Themes – (*NYS Standards 1, 2 & 3*)
 - Throwing/Catching...both with/without implements

- Striking with implements (hands, bats, rackets, etc.)
 - Kicking/Punting
 - Dribbling with Hands/Feet
- Sport concepts – (*NYS Standards 1, 2 & 3*)
 - Bowling
 - Baseball/Softball (Home Run Derby)
 - Soccer
 - Volleyball
- Scooters/Manipulatives to explore movements – (*NYS Standards 1 & 2*)
 - Tag games
 - Obstacles courses
- Fitness – (*NYS Standards 1, 2 & 3*)
 - Cardiovascular Concepts (heart rate)
 - Endurance (breathing rate)
- Playground/Outdoor/Recreational Games – (*NYS Standards 1, 2 & 3*)
 - Equipment basics/safety
 - Fitness circuits

B. ELEMENTARY (Grades 3-5)

The Miller Place School District 3-5 Physical Education Curriculum focuses on reinforcement of the Skills & Concepts initiated in the Primary (K-2) environment, while expanding applications into more dynamic and complex situations/games when appropriate. Specifically students will be exposed through the following content areas within structured activities covering 2-5 week units. All 3 standards are addressed within all lesson/units.

- a. Movement Concepts (3rd Grade) – (*NYS Standards 1 & 2*)
 - a. Fleeing
 - b. Dodging
 - c. Chasing
- b. Cooperative Games (3rd – 5th Grade) – (*NYS Standards 1 & 2*)
 - a. Guided Discovery/Teamwork
 - b. Omni-kin
 - c. Parachute activities
- c. Skill Themes (3rd – 5th Grade) – (*NYS Standards 1, 2 & 3*)
 - a. Kicking/Punting
 - b. Throwing/Catching
 - c. Dribbling (Basketball)
 - d. Striking with implements (rackets & bats)
- d. Fitness Concepts (3rd – 5th Grade) – (*NYS Standards 1, 2 & 3*)
 - a. Cardiovascular
 - b. Endurance
 - c. Strength
 - d. Flexibility
- e. Circus Arts (3rd – 5th Grade) – (*NYS Standards 1, 2 & 3*)

- a. Juggling
 - b. Balancing
 - c. Manipulatives (Diabolos, Spinning Plates, Feathers)
- f. Dance (3rd – 5th Grade) – (NYS Standards 1, 2 & 3)
 - a. Creative Expression
- g. Advanced Game Play (4th & 5th Grade) – (NYS Standards 1 & 2)
 - a. Ultimate Football
 - b. Ultimate Frisbee
- h. Backyard Games (4th & 5th Grade) – (NYS Standards 1, 2 & 3)
 - a. Croquet
 - b. Horse shoes
 - c. Bocce
 - d. Badminton

C. MIDDLE SCHOOL (Grades 6-8)

The Miller Place School District Middle School curriculum coordinates a broad spectrum of team & individual sport/activity sequences that focuses on skill development, strategy and rule introduction and sequencing through mini-games to more advance play. All 3 standards are addressed within all lesson/units.

- a. Team Building/Project Adventure (low level) – (NYS Standards 1, 2 & 3)
- b. Fitness Concepts – (NYS Standards 1, 2 & 3)
 - cardiovascular endurance
 - flexibility strength
- c. Sports/Skills – (NYS Standards 1, 2 & 3)
 - Flag Football
 - Soccer
 - Basketball
 - Tennis
 - Badminton
 - Floor & Field Hockey
 - Whiffle-ball/Softball
 - Team Handball
 - Track/Field
 - Volleyball
 - Ultimate Frisbee

D. HIGH SCHOOL (Grades 9-12)

The Miller Place High School Physical Education curriculum is structured as a part required/part elective approach. Students are expected to participate in specific activities during the Fall Semester each year, and then permitted to select blocks of activities for the 2nd semester that is tailored more to their specific interests. Units typically include information about history, rules, skills and strategies that are applied. There are both cognitive and psychomotor/skill performance evaluations for each unit. All 3 standards are addressed within all lesson/units.

- a. Hands Free CPR – (*NYS Standards 1, 2 & 3*)
- b. Team Sport Activities – (*NYS Standards 1, 2 & 3*)
 - Soccer
 - Flag Football
 - Basketball
 - Floor Hockey
 - Volleyball
 - Speedball
 - European Team Hand-ball
 - Cradle-ball
 - Ultimate Frisbee
 - Whiffle Ball
 - Australian Rules Football
 - Chicago Style Softball
- c. Individual Sport Activities – (*NYS Standards 1, 2 & 3*)
 - Tennis
 - Golf
 - Badminton
 - Pickle-ball
- d. Recreational Activities/Back-yard games – (*NYS Standards 1, 2 & 3*)
 - Corn hole
 - Kan Jam
 - Dance
 - Waltz
 - Ballroom
 - Cha-Cha
 - Fox Trot
 - Polka
 - Swing
- e. Fitness/Wellness Activities – (*NYS Standards 1, 2 & 3*)
 - Weight Training I
 - Weight Training II (advanced)
 - Yoga I
 - Yoga II
 - Self Defense
- f. Team Building Activities – (*NYS Standards 1 & 2*)
 - Omni-kin

E. CURRICULUM MAP

Units	K-2	3-5	6-8	9-12
Movement Concepts	Directions Speeds Walking Jogging Running Skipping Galloping Hopping Jumping	Directions Speeds Walking Jogging Running Skipping Galloping Hopping Jumping	<i>Movement patterns, directions, speeds, forces, etc. are instructed & reinforced during individual unit/lessons involving strategy and instructional techniques</i>	<i>Movement patterns, directions, speeds, forces, etc. are instructed & reinforced during individual unit/lessons involving strategy and instructional techniques</i>
Skill Themes	Dribbling w/hands Dribbling w/feet Kicking Punting Throwing Catching Using Implements	Dribbling w/hands Dribbling w/feet Kicking Punting Throwing Catching Using Implements	<i>Individual sport skills are instructed & reinforced during individual units/lessons</i>	<i>Individual sport skills are instructed & reinforced during individual units/lessons</i>
Cooperative Games	Parachute Guided Discovery	Parachute Guided Discovery Omni-kin	Omni-kin	Omni-kin
Team Sports	Soccer Basketball Volleyball	Ultimate Football Ultimate Frisbee Castle Ball Volleyball Basketball Whiffle Ball	Soccer Flag Football Field Hockey Floor Hockey Whiffle Ball Softball Team Handball Ultimate Frisbee Castle Ball	Soccer Flag Football Floor Hockey Basketball Volleyball Speedball Team Handball Cradle Ball Ultimate Frisbee Whiffle Ball Australian Rules Football Chicago-style Softball
Individual Sports	Bowling Tag Games Scooters	Tag Games Circus Arts Stacking Cups Badminton	Badminton Bowling Tennis Track & Field	Badminton Tennis Golf Pickle Ball

CURRICULUM MAP *(cont'd.)*

Recreational Activities	Creative movement Scooters Playground Activities	Circus Arts Croquet Horse Shoes Bocce		Outdoor Games Dance
Fitness/Wellness	Fitness Circuits Jump Rope	Fitness Circuits Jump Rope	Fitness Circuits Cross Fit Concepts	Wt. Training (I & II) Yoga (I & II) Cross Fit Concepts

G. GRADING POLICY

LEVEL	SKILLS	COGNITIVE	AFFECTIVE/SOCIAL
K-2	X		X
3-5	X		X
6-8	X	X	X
9-12	X	X	X

H. GRADING SCALE

Grade	Scale				
K-2	3 <i>Outstanding Participation</i>		2 <i>Satisfactory Participation</i>	1 <i>Needs Improvement</i>	
3-5	3 <i>Outstanding Participation</i>		2 <i>Satisfactory Participation</i>	1 <i>Needs Improvement</i>	
6-8	A <i>Excellent</i>	B <i>Good</i>	C <i>Satisfactory</i>	D <i>Needs Improvement</i>	F <i>Not Meeting Standards</i>
9-12	A <i>Excellent</i>	B <i>Good</i>	C <i>Satisfactory</i>	D <i>Needs Improvement</i>	F <i>Not Meeting Standards</i>

I. SAMPLE RUBRICS

2nd GRADE

PRE/POST ASSESSMENT = 100 POINTS

1. MOVEMENT: JUMP ROPE

25 POINTS / _____

- 5 PTS JUMPS SIDE TO SIDE OVER ROPE WITH ONE FOOT
- 5 PTS JUMPS FRONT TO BACK OVER ROPE WITH ONE FOOT
- 5 PTS JUMPS ROPE WITH TWO FEET
- 5 PTS JUMPS ROPE WITH ONE FOOT
- 5 PTS JUMPS ROPE BACKWARDS WITH TWO FEET

2. LOCOMOTOR

25 POINTS / _____

- 5 PTS SKIP
- 5 PTS GALLOP
- 5 PTS HOP RIGHT
- 5 PTS HOP LEFT
- 5 PTS SLIDE

3. FITNESS

25 POINTS / _____

- 5 PTS PLANK
- 5 PTS BRIDGE
- 5 PTS BURPEE
- 5 PTS PUSH UPS
- 5 PTS QUAD STRETCH

4. THROW

25 POINTS / _____

- 5 PTS STAND IN OPPOSITION
- 5 PTS LETTER L WITH THROWING HAND
- 5 PTS PROPER GRIP
- 5 PTS STEP WITH OPPOSITE FOOT
- 5 PTS SUCCESS OF BALL STRIKES ON TARGET

HS: 9th-12th GRADE

Unit: Flag Football

Assessment Description: Students will participate in a modified Flag Football Game. The field will be 40 yards long + a 10 yard End Zone on each side. Each team will start an offensive possession at their own 5 yard line and will have 4 downs to get to the 20 yard line where they can get a new first down. Each student has been educated on how to actively participate and play each position on offense (Center, Quarterback, and Receiver) and defense (Defensive Lineman, Defensive Back, Safety). It is the individual student's responsibility to sub into the game and participate at each position. Students will be assessed on their ability to use a variety of skills, play with offensive and defensive strategies, demonstrate their knowledge of the rules and play safely and energetically as a team.

Rubric Criteria: (1-4 Scale): Circle appropriate performance indicator

A. Application of Skills:

4 pts = Student almost always consistently demonstrates the ability to throw and catch the football, block, rush the QB, defend a wide receiver, set up a huddle and play a game of flag football.

3 pts = Student sometimes consistently demonstrates the ability to throw and catch the football, block, rush the QB, defend a wide receiver, set up a huddle and play a game of flag football.

2 pts = Student is inconsistent and ineffective in demonstrating the ability to throw and catch the football, block, rush the QB, defend a wide receiver, set up a huddle and play a game of flag football.

1 pts = Student is unable to demonstrate the ability to throw and catch the football, block, rush the QB, defend a wide receiver, set up a huddle and play a game of flag football. Student also uses skills inappropriately in the game.

B. Application of Strategy:

4 pts = Uses specialized position play in relation to teammates using effective one-on-one tactics (ex. Passing routes & pass defense) with appropriate field positioning consistently.

3 pts = Demonstrates appropriate offensive or defensive positioning in relation to other players; moves into appropriate position but is slower and less decisive to react to opponents and teammates.

2 pts = Needs continual guidance to be strategically effective on offense or defense; often out of position to be effective on offense and defense.

1 pts = Movements are inconsistent with basic game strategy; does not assist in team scoring or defense.

C. Application of Rules:

4 pts = Plays with no observable errors in scoring, terminology, etiquette and rules of the game. Can consistently apply all game rules to any game of flag football.

3 pts = Applies major rules correctly, but makes errors in rules, scoring or terminology.

2 pts = Demonstrates an understanding of the general concept of the game, but needs assistance applying rules, scoring and conventions of play.

1 pts = Consistent incorrect application of rules, terminology, and scoring. Continually displays the inability to participate in the game with an adequate understanding of the rules.

Total Score = _____

ATTENDANCE POLICY

- A. As Physical Education operates on an alternating “A/B – schedule,” the requirements for attendance and class credit is earned as .25 credits for each semester of completion. Failure to meet the attendance requirements for physical education is outlined by NYSED and describe in the MPSD Policy on attendance can result in denial of course credit. All information regarding attendance are outlined under MPSD BOE Policy #5160 (Appendix C).
- B. To be removed from traditional participation in Physical Education requires an explanatory note from a licensed physician. Specific information that should be included is listed below.
 - 1. *Date & Nature of injury*
 - 2. *Date of exam which would correspond to date of removal from participation*
 - 3. *Expected period of time for non-activity status*
 - 4. *Modifications (if any) permitted*
 - 5. *Follow-up protocols for re-evaluation or Return to Play (RTP)*
 - 6. *Concussion Management protocols are outlined under MPSD BOE Policy #5285*
- C. Extended removal due to medical issues over a period of time must have a clear start/end date, or a time of reference for removal with an approximate date for a follow-up examination. Students on extended removal from physical participation will be expected to earn credit through completion of assigned “online” assignments through Odyssey-ware. Please see the attached document for Odyssey-ware/Medical Gym accommodation guidelines & implementation. (Appendix D)

ATHLETICS

*Interscholastic Athletics participation for boys and girls within grades 7-12 is an integral part of the MPSD approach to physical education, health & wellness. Miller Place is compliant regarding TITLE IX regulations for opportunity, budget and facilities regarding male/female participation. Please see **BOE Policy #5280** for an overview. (Appendix C)*

A. ATHLETIC OPPORTUNITIES

The Miller Place School District currently provides funding and support for the following athletic opportunities in Grades 7-12.

FALL SEASON					
BOYS TEAMS			GIRLS TEAMS		
LEVEL	SPORT	# - TEAMS	LEVEL	SPORT	# - TEAMS
Varsity	Football	1	Varsity	Field Hockey	1
JV	Football	1	JV	Field Hockey	1
Middle School	Football	1	MS	Field Hockey	1
Varsity	Soccer	1	Varsity	Soccer	1
JV	Soccer	1	JV	Soccer	1
MS	Soccer	1	MS	Soccer	1
Varsity	Cross Country	1	Varsity	Volleyball	1
Middle School	Cross Country	1	JV	Volleyball	1
Varsity	Golf	1*	Varsity	Tennis	1
			Middle School	Tennis	1
			Varsity	Cross Country	1
			Middle School	Cross Country	1
			Varsity	Cheer-Spirit	1
			MS	Spirit Cheer	1
			Individual	Gymnastics	1**
			Individual	Swimming	1**
Total Fall Season:		9	Total Fall Season:		16

WINTER SEASON					
BOYS TEAMS			GIRLS TEAMS		
Varsity	Basketball	1	Varsity	Basketball	1
JV	Basketball	1	JV	Basketball	1
Middle School	Basketball	1	Middle School	Basketball	1
Varsity	Wrestling	1	Varsity	Competitive Cheer	1
JV	Wrestling	1	Middle School	Competitive Cheer	1
Varsity	Winter Track	1	Varsity	Winter Track	1
Varsity	Fencing	1*	Varsity	Fencing	1*
Individual	Swimming	1**	Middle School	Volleyball	1
Total Winter Season:		8	Total Winter Season:		8

SPRING SEASON					
BOYS TEAMS			GIRLS TEAMS		
Varsity	Baseball	1	Varsity	Softball	1
JV	Baseball	1	JV	Softball	1
Middle School	Baseball	1	Middle School	Softball	1
Varsity	Track	1	Varsity	Track	1
Middle School	Track	1	Middle School	Track	1
Varsity	Lacrosse	1	Varsity	Lacrosse	1
JV	Lacrosse	1	JV	Lacrosse	1
Middle School	Lacrosse	1	Middle School	Lacrosse	1
Varsity	Badminton	1	Varsity	Badminton	1
Varsity	Tennis	1			
Middle School	Tennis	1			
Total Spring Season:		11	Total Spring Season:		9

*Activities in **RED** are Combined Teams with another school district as the host location
Activities in **BLUE** are offered as Individual/Independent participation under NYS/Section XI
Individual Competitor Guidelines (Appendix E)*

B. ATHLETIC ELIGIBILITY

Under the guidelines set forth under **MPSD BOE POLICIES #5200, #5205, and #5305** (Appendix C)

C. SPORTS PHYSICALS

- Sports Physical Examinations are required for each participant in athletics per NYSED Education Law Article 19. A copy of the required information as a part of the NYS Commissioner's Regulations are included. (Appendix A)
- Within the MPSD, the following procedures are taken towards allowing sports participation.
 - A valid Sports Physical performed via methods a or b below and must be completed on the required NYS Health Examination Form and follow the outline as describe under. **MPSD BOE Policy #5280.1** Appendix C)
 - Examination through a Board of Education approved Medical Director/Personnel at the expense of the district.
 - Examination via a private/family selected licensed physician at the expense of the family.
 - Either pathway towards clearance (A or B) must have exam dates that are prior to the start date of official practices/tryouts.
 - A general medical intake is included as a part of the participation registration procedure. The information is collected is provided by the parent/guardian within the preceding 30 days preceding the registration period for participation in each sports season. (Appendix A)

D. MIXED COMPETITION

Please see NYSED Commissioner's Regulations and Guidelines Section 135.4 (c)(7)(ii)(c) (Appendix E)

E. ADVANCED ATHLETIC PLACEMENT (APP)

The MPSD permits 7th and 8th grade students to qualify up to a High School level of competition for all sports offered EXCEPT football. Students must qualify through the procedures established in Commissioner's Regulations Section 135.4(c)(7)(ii)(a)(4) (Appendix A) and the MPSD BOE Policy #5252 (Appendix C)

F. HIRING PRACTICES/COACHES

All coaches employed by the Miller Place School District must meet the following criteria for consideration.

- a. Be a currently certified teacher in NYS (or) possess a current NYS Coaching Certificate...temporary or permanent. Certification includes
 - i. Up-to-date CPR/1st Aid/AED certification (good for 2 years)
 - ii. DASA training
 - iii. School Violence & Child Abuse workshops
 - iv. Fingerprint clearance
- b. Be interviewed and recommended based on skills, experience and recommendation by the Administrator for Athletics
- c. Be interviewed and approved by the Deputy Superintendent of Personnel
- d. Be approved by the Miller Place School District Board of Education

G. ATHLETIC PARTICIPATION for PHYSICAL EDUCATION CREDIT

There is no process in place for earning Physical Education credit through extra-curricular sports participation.

H. EVALUATIONS

Please see the attached form used for evaluating coaches after each season of employment

I. ATHLETIC TRAINER

An Athletic trainer is employed by the MPSD as a BOE approved employee to oversee the evaluation and treatment of student-athletes during the school year. This individual is present at most home events (games & practices) when possible and select away contests.

J. CODE of CONDUCT...(Appendix E)

1. Coaches Code of Conduct
2. Student Conduct/Acknowledgments

K. EMERGENCY PROCEDURES...see (Appendix B) for the most up-to-date Emergency Action Plan

FACILITIES

The following facilities are available for use for Physical Education instruction, Athletics, Intramurals & Community Groups at the respective buildings.

A. MPHS

1. Gymnasium – which may be divided into 2 smaller areas by a divider/curtain
2. Wrestling Room
3. Fitness/Weight Room
4. Tennis Courts (with 8 individual courts)
5. Softball Field
6. Baseball Field
7. (2) Turf Multi-sport fields
8. (3) Grass field areas
9. (1) Running Track
10. Library
11. Auditorium with stage

B. NCRMS

1. Gymnasium
2. Tennis Courts (with 4 individual courts)
3. Baseball Field
4. Softball Field
5. 2 Large Grass Field areas
6. 1 Yoga Room

C. LADSB

1. Gymnasium
2. Rubber surface playground with Fitness Equipment
3. Blacktop area playground
4. 1 Large grass field area
5. Softball Field
6. 1 Yoga Room

D. AMPS

1. Multi-purpose room/gymnasium...also used as school cafeteria during lunch periods
2. Rubber surface playground
3. 1 Small grass area
4. 1 Larger grass area
5. 1 Yoga Room

ADMINISTRATIVE PROCEDURES and POLICIES

A. SPORTS PHYSICALS

- a. Sports Physical Examinations are required for each participant in athletics per NYSED Education Law Article 19. A copy of the required information as a part of the NYS Commissioner's Regulations are included. (Appendix A)
- b. Within the MPSD, the following procedures are taken towards allowing sports participation.
 1. A valid Sports Physical performed via methods a or b below and must be completed on the required NYS Health Examination Form and follow the outline as describe under. **MPSD BOE Policy #5280.1** Appendix C)
 - a. Examination through a Board of Education approved Medical Director/Personnel at the expense of the district.
 - b. Examination via a private/family selected licensed physician at the expense of the family.
 - c. Either pathway towards clearance (A or B) must have exam dates that are prior to the start date of official practices/tryouts.
 2. A general medical intake is included as a part of the participation registration procedure. The information is collected is provided by the parent/guardian within the preceding 30 days preceding the registration period for participation in each sports season. (Appendix A)

B. FITNESS TESTING

- a. Fitness testing is a component of the Middle School Physical Education program
- b. Outcomes for each individual are non-credit bearing outside of effort and participation expectations.
- c. Presidential Physical Fitness levels are used as a part of the Athletic Placement Process (APP) when 7th/8th Grade students are under consideration for placement into a HS (JV or Varsity) level of sports participation.

C. CLASS SIZE & GROUPING

- a. Physical education classes in the Miller Place School District (K-12) are heterogeneous in structure.
- b. Typical ratio of Students to Teacher for each building level as of 2019-2020 school enrollment data.
 1. AMPS – 16:1
 2. LADSB – 17:1
 3. NCR – 22:1
 4. MPHS – 24:1

D. USE of NON-PE/SCHOOL FACILITIES

- a. Physical Education classes have access to non-traditional facilities to expand instructional opportunities and student experiences such as
 1. Library

2. IT Media (Computer Labs & Laptops)
3. Auditorium for presentations and

E. SUPPLEMENTARY PERSONNEL

- a. Certified Health Instructors
- b. Athletic Trainer
- c. Social Workers/Student Assistance Counselors
- d. School Psychologists

F. SUMMER SCHOOL PROGRAMS

- a. Not currently offered directly through Miller Place School District. Placement is available through other school districts. Those processes are handled through the Guidance Office.

G. SAFETY PRACTICES/POLICIES

- a. Jewelry
 1. Jewelry should not be worn during activities as designated by the Physical Education teacher. Specifically rings, necklaces, watches & earrings. This may be adjusted based on the activity.
- b. Dressing Out
 1. Appropriate athletic shoes are expected for most activities, except when communicated by the instructor where shoes are not worn (ex: Yoga)
 2. Students should wear clothing that allows for free movement and appropriate coverage (ex: shorts, tights, leggings, sweatpants). Students are not permitted to wear dress slacks, jeans, skirts or dresses.
 3. Appropriate tops are expected within the realm of t-shirts, sweatshirts or polo shirts.
 4. All clothing selected for participation should be different from what was worn to school.
- c. Equipment
 1. Equipment for daily lessons will be set-up prior to students entering the participation area.
 2. Routines for obtaining, using and returning equipment will be clearly explained by the teacher.
 3. Students should only obtain or manipulate equipment as per the teacher's instructions regarding safety protocols & appropriate use.
- d. Facility Inspection
 1. Facility inspections will be performed as follows...
 - a. Informal Daily Inspections – individual teachers
 - b. Informal Monthly/Seasonal Inspections – Director of
 - c. Scheduled Inspections through certified agencies are handled by the Facilities Director
- e. Equipment Inspection

1. Performed on a daily or weekly basis by the teachers in charge of their specific activity
- f. Weather Policy/Procedures
 1. Students are expected to remain inside during the following weather conditions.
 - a. Rain
 - b. Thunder/Lightening
 - c. Snow/Ice
 - d. High Winds (above 25mph)
 - e. Cold (below 45 degrees F)
 2. Thunder/Lightening policies for outside activity are outlined under the MPSD Emergency Action Plan (Appendix B)
- g. Emergency Action Plans
 1. for all information regarding management of emergency action plans, practices and procedures for injuries to faculty, students & spectators, please see (Appendix B)

APPENDIX – A

NYS EDUCATION DEPARTMENT ***“COMMISSIONER’S REGULATIONS”***

135.1 Definitions.

Definitions as used in this Part:

- (a) *Commissioner* means the Commissioner of Education.
- (b) *Department* means the Education Department of the State of New York.
- (c) *Satisfactory, appropriate, approved, acceptable, adequate, equivalent, essential, sufficient, suitable* mean satisfactory, appropriate, approved, acceptable, adequate, equivalent, essential, sufficient, suitable, respectively, in the judgment of the commissioner.
- (d) *School personnel* means persons employed by school authorities in conducting the schools.
- (e) *Adaptive physical education* means a specially designed program of developmental activities, games, sports and rhythms suited to the interests, capacities and limitations of pupils with handicapping conditions who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program.
- (f) *Athletic association* means an approved central organization of schools joined together on a large geographic area or statewide basis for the purpose of governing athletic programs for all its member schools.
- (g) *Bona fide student* means a regularly enrolled student who is taking sufficient subjects to make an aggregate amount of three courses and who satisfies the physical education requirement.
- (h) *Extraclass periods in physical education* mean those sessions organized for instruction and practice in skills, attitudes and knowledge through participation in individual, group and team activities organized on an intramural, extramural or interschool athletic basis to supplement regular physical education class instruction.
- (i) *Extramural activities* mean those games or other events which involve the participation of pupils from two or more school districts, and which are conducted as play-days or sports days at the end of the intramural season.
- (j) *Health education* means instruction in the understandings, attitudes and behavior in relation to the several dimensions of health, including but not limited to the misuse of alcohol, tobacco and other drugs, the prevention and detection of certain cancers, safety, mental health, nutrition, dental health, sensory awareness, disease prevention and control, environmental and public health, consumer health, first aid, and other health-related areas.
- (k) *Instructional physical education* means the required physical education program which has as its foundation planned sequential learning experiences for all students.

(l) *Interschool activities* mean those which provide competition between representatives of two or more schools, and which offer enriched opportunities for the selected and more highly skilled individuals.

(m) *Intramural activities* mean those activities conducted within one school district involving only those pupils enrolled in such school district and which are organized to serve the entire enrollment.

(n) *Invitation activities* mean those games or other events dealing with one sport, arranged by invitation of one school to one or more other schools without leading to any formal schedule and championship.

(o) *League* means an organization of schools joined for the purpose of providing athletic competition among schools of comparable size, interests, and within reasonable distance of each other.

(p) *Mixed competition* means the combination of male and female pupils participating on the same interschool athletic teams.

(q) *Organized practice* means a session of an athletic squad or group organized for interschool athletics for the purpose of providing instruction and practice in physical conditioning activities, skills, team play and game strategy, under the supervision of a qualified school official.

(r) *Physical fitness activities* mean those physical activities which are designed to develop endurance, strength and agility and to fit the individual so that he can perform the task repeatedly without undue fatigue and with a reserve capacity to meet unexpected stresses and hazards.

(s) *Physiological maturity* means a stage of maturation identified by the school physician in determining an appropriate level of interschool athletic competition in accordance with standards established by the commissioner.

(t) *Recreation* means the program which is organized to include types of activities such as arts and crafts, athletics, dramatics, music, rhythms, sports, swimming and water safety provided at the discretion of school district authorities under the supervision of qualified personnel and designed to provide for the worthy use of leisure by individuals and groups.

(u) *Sports day* means a day when pupils from two or more schools meet and engage in a variety of competitive sports events.

(v) *Section* means an organization of schools within a specified geographic area which holds membership in an athletic association and is established for the purpose of administering athletic programs for the member schools and leagues within such area.

RESEARCH REFERENCES AND PRACTICE AIDS:

94 NY Jur 2d, Schools, Universities, and Colleges § 328, 337.

8 CRR-NY 135.1

Current through October 31, 2019

135.2 General regulations.

(a) All schools under the jurisdiction of the State Education Department shall provide a program of health, physical education and recreation in an environment conducive to healthful living. This program shall include:

- (1) health and safety education;
- (2) physical education, including athletics; and
- (3) recreation.

(b) It shall be the duty of trustees and boards of education:

- (1) to provide approved and adequate personnel and facilities;
- (2) to maintain for each child cumulative records covering the essential features of the health and physical education program and, when a pupil transfers to another school, to provide such school with a certified transcript thereof;
- (3) to make reports to the department on forms prescribed by the commissioner.

135.4 Physical education.

(a) School district plans.

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

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

(b) Nonpublic schools.

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

(c) Program plans.

School district plans shall include the following:

- (1) Curriculum.
 - (i) The curriculum shall be designed to:

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

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

- (a) basic and creative movement;
- (b) rhythm and dance;
- (c) games;
- (d) perceptual-motor skills;
- (e) individual and team sports;
- (f) gymnastics;
- (g) aquatics, where possible;
- (h) lifetime sports activities;
- (i) outdoor living skills; and
- (j) other appropriate activities which promote the development of boys and girls.

(iii) There shall be opportunity provided for participation in appropriate extra-class activities.

(iv) There shall be activities adapted to meet the needs of pupils who are temporarily or permanently unable to participate in the regular program of physical education. Adaptive physical education programs shall be taught by a certified physical education teacher.

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

(2) Required instruction.

(i) Elementary instructional program—grades K through 6. Pupils in grades K-6 shall participate in the physical education program as follows:

- (a) all pupils in grades K-3 shall participate in the physical education program on a daily basis. All pupils in grades 4-6 shall participate in the physical education program not less than three times each week. The minimum time devoted to such

programs (K-6) shall be at least 120 minutes in each calendar week, exclusive of any time that may be required for dressing and showering;

(b) notwithstanding the provisions of clause (a) of this subparagraph, pupils in grades 5-6 who are in a middle school shall participate in the physical education program a minimum of three periods per calendar week during one semester of each school year and two periods during the other semester, or a comparable time each semester if the school is organized in other patterns; or

(c) as provided in an equivalent program approved by the Commissioner of Education.

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

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

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

(c) for pupils in grades 10 through 12 only, a comparable time each semester in extraclass programs for those pupils who have demonstrated acceptable levels of physical fitness, physical skills, and knowledge of physical education activities; or
(d) for pupils in grades 10 through 12 only, a comparable time each semester in out- of-school activities approved by the physical education staff and the school administration; or

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

(3) Attendance.

(i) All pupils shall attend and participate in the physical education program as approved in the school plan for physical education and as indicated by physicians' examinations and other tests approved by the Commissioner of Education. Individual medical certificates of limitations must indicate the area of the program in which the pupil may participate.

(ii) School district plans shall indicate through the sequential curriculum the steps to be taken to insure that each pupil meets the requirement for participation in physical education program which complies with the provisions of this section. School districts may award local diploma credit for the required program, and may also submit plans for elective units in physical education for additional credit.

(4) Personnel.

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

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

(iii) Each school district operating a high school shall employ a director of physical education who shall have certification in physical education and administrative and supervisory service. Such director shall provide leadership and supervision for the class instruction, intramural activities, and interschool athletic competition in the total physical education program. Where there are extenuating circumstances, a member of the physical education staff may be designated for such responsibilities, upon approval of the commissioner. School districts may share the services of a director of physical education.

(5) Facilities.

Trustees and boards of education shall provide adequate indoor and outdoor facilities for the physical education program at all grade levels.

(6) Administrative procedures.

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

- (a) curriculum development in relation to grade levels, as referred to in paragraph (1) of this subdivision;
- (b) appropriate examinations and tests to be employed by school authorities in determining pupil needs and progress in physical fitness, knowledge and skills;
- (c) class size and grouping patterns which are compatible with the activities being taught;
- (d) use of non-school facilities;
- (e) use of noncertified persons, such as student leaders, practice teachers, etc.;
- (f) use of supplementary personnel which are described in section 80.33 of this Title;
- (g) summer school physical education programs, if conducted; and
- (h) policies and procedures for the conduct of extraclass programs.

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

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

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

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

(b) to make the extraclass athletic activities an integral part of the physical education program;

(c) to appoint individuals, whether in a paid or non-paid (volunteer) status, to serve as coaches of interschool athletic teams, other than intramural teams or extramural teams, in accordance with the following:

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

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

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

(ii) an approved pre-service or in-service education program for coaches or will complete such a program within five years of appointment. Such program shall include an approved course in philosophy, principles and organization of athletics, which shall be completed within two years after initial appointment as a coach, and approved courses in health sciences applied to coaching, and theory and techniques of coaching that is sport specific, which shall be completed within five years after initial appointment as a coach. Such approved programs for coaches will consist of one of the following (credits and hours vary depending upon the contact and endurance involved in the sport): a department-approved college program of from two to eight credits; or a department approved in-service education program, conducted by schools, colleges, professional organizations or other recognized groups or agencies, from 30 to 120 clock hours; or an equivalent experience which is approved by the Commissioner of Education. Upon application to the Commissioner of Education in a format prescribed by the commissioner and setting forth the reasons for which an extension is necessary, the period in which to complete such training may be extended to no more than seven years after such appointment; provided that coaches who have a lapse in service due to maternity leave, military leave, or other extenuating circumstances may apply to the commissioner for an additional extension of no more than two years to complete course work; and

(iii) on a biennial basis, a course of instruction relating to mild traumatic brain injuries pursuant to section 136.5(b) of this Title.

(3) Temporary coaching license. Except as provided in subclause (4) of this clause and notwithstanding the provisions of section 80-5.10 of this Title, other persons with coaching qualifications and experience satisfactory to the board of education may be appointed as temporary coaches of interschool sport teams whether in a paid or non-paid (volunteer) status, when certified teachers with coaching qualifications and experience are not available, upon the issuance by the commissioner of a temporary coaching license. A temporary coaching license, valid for one year, will be issued under the following conditions:

(i) the superintendent of schools shall submit a statement to the department that the district is unable to obtain the services of a certified teacher with coaching qualifications and experience;

(ii) candidates for initial temporary licensure shall have completed the first aid requirement set forth in section 135.5 of this Part prior to the first day of coaching and the coursework or training

requirement for identifying and reporting child abuse and maltreatment set forth in section 135.7 of this Part;

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

(iv) candidates for any subsequent renewal of a temporary license shall have completed an approved pre-service or in-service education program for coaches which shall include an approved course in philosophy, principles and organization of athletics, which shall be completed within two years after initial appointment as a coach, and approved courses in health sciences applied to coaching, and theory and techniques of coaching that is sport specific, which shall be completed within five years after initial appointment as a coach. Such approved programs for coaches shall consist of one of the following (credits and hours vary depending upon the contact and endurance involved in the sport): a department-approved college program of from two to eight credits; or a department approved in-service education program, conducted by schools, colleges, professional organizations or other recognized groups or agencies, from 30 to 120 clock hours; or an equivalent experience which is approved by the Commissioner of Education. Upon application in a format prescribed by the Commissioner of Education and setting forth the reasons for which an extension is necessary, the period in which to complete such training may be extended to no more than seven years after such appointment; provided that coaches who have a lapse in service due to maternity leave, military leave, or other extenuating circumstances may apply to the commissioner for an additional extension of no more than two years to complete course work; and

(v) on a biennial basis, candidates shall have completed a course of instruction relating to mild traumatic brain injuries pursuant to section 136.5(b) of this Title.

(4) professional coaching certificate.

(vi) Notwithstanding the provisions of subclauses (1)-(3) of this clause, other persons with coaching qualifications and experience satisfactory to the board of education may coach a specific sport in any school, upon the issuance by the commissioner of a professional coaching certificate. A professional coaching certificate, valid for three years, shall be issued to a candidate who submits a fee of \$50 together with an application, in a form prescribed by the commissioner, which satisfactorily establishes that:

(A) the candidate has completed the requirements set forth in items (3)(ii), (iii), (iv) and (v) of this clause; and

(B) the candidate has a minimum of three years coaching experience in a specific sport in a New York State interschool athletic program;

(ii) a professional coaching certificate shall be valid for a three year period, provided that such certificate may be renewed for additional three year periods upon the submission of a fee of \$50 together with a renewal application for each successive renewal period, in a form prescribed by the commissioner, which satisfactorily establishes that:

(A) the candidate meets the requirements of subitems (i)(A) and (B) of this subclause; and

(B) the candidate has received a satisfactory evaluation by the principal or athletic director for each of the preceding three years that the candidate coached in the specific sport for which a professional coaching certificate is sought;

(iii) evaluation by principal or athletic director;

(A) A school district that employs an individual as a coach pursuant to a professional coaching certificate shall ensure that the principal or athletic director responsible for the supervision of such individual conducts an evaluation of such individual during each year in which such individual is so employed;

(B) Each evaluation shall include, but not be limited to, a review of the coach's: communication and interpersonal skills, including interactions with colleagues, students, parents and the general public; supervisory, organizational, and leadership capabilities; knowledge and proficiency in first aid, CPR, sexual abuse guidelines, and other athlete injury-related protocols and procedures; and adherence to guidelines for purchasing equipment, uniforms and related supplies and for storing and maintaining sports equipment;

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

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

(1) Qualifications. Persons serving as an athletic trainer shall possess a valid license as a certified athletic trainer from the State of New York issued pursuant to article 162 of the Education Law and, commencing July 10, 2003 and thereafter, shall have successfully completed training pursuant to Public Health Law, section 3000-b(3)(a) in the operation and use of an automated external defibrillator provided that persons already serving as athletic trainers on July 10, 2003 shall successfully complete such training no later than December 31, 2003.

(2) Scope of duties and responsibilities. The practice of the profession of athletic training shall be as defined in Education Law, section 8352. Consistent with Education Law, section 8352, the services provided by an athletic trainer shall include, but not be limited to, the following:

(i) prevention of athletic injuries, including assessment of an athlete's physical readiness to participate;

(ii) management of athletic injuries;

(iii) reconditioning to minimize the risk of re-injury and to return the athlete to activity as soon as possible, excluding the reconditioning of neurologic injuries, conditions or disease:

(iv) health care administration, including medical recordkeeping, documentation and reporting of injuries, writing policies and procedures, budgeting and referral of injured athletes to appropriate authorized health care professionals when indicated;

(v) education and counseling of coaches, parents, student athletic trainers and athletes;

(vi) risk management and injury prevention, including:

(A) assisting in the arrangement of pre-participation examinations;

(B) assisting in the proper selection and fitting of protective equipment, including the application of wraps, braces, tape and pads;

(C) assisting in the inspection of fields and playing surfaces for safety;

(D) advising on weather-related conditions and care for their specific injuries/illnesses;

(E) advising on designing and implementation of fitness and conditioning programs for athletes;

(F) advising students on the maintenance and attainment of optimal body weight and physical conditioning to prevent and avoid athletic injury; and

(G) advising the athlete in avoidance of substance abuse;

(vii) management of athletic injuries, including:

(A) recognizing the various types of musculoskeletal and nervous system injuries that may occur in athletes;

(B) understanding the various phases of healing and promoting an environment that assists in the healing process;

(C) referring the athlete for further evaluation and accurate diagnosis after the initial management of an injury; and

(D) accessing local health services, including social support services available to the athlete;

(viii) immediate care of athletic injury and physical conditions, including responsibility for:

(A) the initial on-the-field injury assessment of acute injuries;

(B) administering appropriate first aid and emergency care to the injured athlete including, as necessary, the use of an automatic external defibrillator, and deciding on the management of acute

injuries, provided that nothing herein shall authorize the use of an automatic external defibrillator by an athletic trainer who has not successfully completed training in the use of such equipment pursuant to Public Health Law, section 3000-b(3)(a); and

(C) the recognition and evaluation of potentially serious, life threatening injuries;

(ix) treatment and reconditioning of athletic injuries, including responsibility for:

(A) under the supervision of a physician, designing reconditioning programs that make use of appropriate therapeutic exercise, reconditioning equipment or therapeutic modalities in relation to athletic injuries;

(B) overseeing the reconditioning process and returning the athlete to full activity;

(C) designing and supervising an athletic injury reconditioning program and modifying that program based on the healing process;

(D) using appropriate therapeutic exercise techniques;

(E) designing a series of sport-related activities that allow the athlete to gradually progress to complete functional ability; and

(F) assisting in social support of an injured athlete, with regards to pain threshold, compliance, competitiveness, and the ability to adjust to injury;

(x) organization and administration, including:

(A) responsibility for maintaining an athletic training room facility;

(B) maintaining detailed injury reports, treatment records, and reconditioning program;

(C) responsibility for ordering equipment and supplies;

(D) establishing rules and policies for the daily operation of the athletic training room; and

(E) educating student athletic trainers by providing a quality environment consistent with all rules and regulations to develop professionally;

(xi) professional development and responsibilities, including:

(A) attending continuing education programs offered at State, district or national meetings;

(B) consulting and reviewing professional journals and textbooks;

(C) educating the community of health care professionals as to the role of the certified athletic trainer;

(D) informing parents, coaches and athletes as to the importance of quality health care for the physically active; and

(E) on a biennial basis, completing a course of instruction relating to mild traumatic brain injuries pursuant to section 136.5(b) of this Title;

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

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

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

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

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

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

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

(l) to approve all traveling of individuals or teams under their jurisdiction;

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

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

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

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

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

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

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

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

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

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

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

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

(4)

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

(ii) Nothing in this subclause shall prohibit a bona fide seventh or eighth grade student, as defined by section 135.1(g) of this Part, who is regularly enrolled in a public school district organized for pupils in kindergarten through eighth grade that contracts with a neighboring school district or districts on a tuition basis for the education of its high school students pursuant to Education Law sections 2040 and 2045 and section 174.4 of this Title, from seeking to participate in a high school team, in accordance with the standards described in item (i) of this subclause, provided that the boards of education of the sending school district (as such term is defined in section 174.4[a][1] of this Title) and the receiving school district(s) (as such term is defined in section 174.4[a][2] of this Title) adopt a resolution to permit such participation. In the case of seventh and eighth grade students attending a public school district organized for pupils in kindergarten through eighth grade that contracts with more than one neighboring school district for the education of its high school students, any such seventh or eighth grade student who participates in high school athletics pursuant to this subclause may select only one high school in which to compete during their seventh and eighth grade participation; if, following participation in a high school team during seventh and/or eighth grade, such student chooses to attend a different high school with which the student's kindergarten through eighth grade school district contracts for the education of its high school students, such student shall be ineligible to participate in any interscholastic athletic contest in a particular sport for a period of one year.

(b) Interschool athletic competition for pupils in senior high school grades 9, 10, 11 and 12. Inter-high school athletic competition shall be limited to competition between high school teams, composed of pupils in grades 9 to 12 inclusive, except as otherwise provided in subclause (a)(4) of this subparagraph. Such activities shall be conducted in accordance with the following:

(1) Duration of competition. A pupil shall be eligible for senior high school athletic competition in a sport during each of four consecutive seasons of such sport commencing with the pupil's entry into the ninth grade and prior

to graduation, except as otherwise provided in this subclause, or except as authorized by a waiver granted under clause (d) of this subparagraph to a student with a disability. If a board of education has adopted a policy, pursuant to subclause (a)(4) of this subparagraph, to permit pupils in the seventh and eighth grades to compete in senior high school athletic competition, such pupils shall be eligible for competition during five consecutive seasons of a sport commencing with the pupil's entry into the eighth grade, or six consecutive seasons of a sport commencing with the pupil's entry into the seventh grade. A pupil enters competition in a given year when the pupil is a member of the team in the sport involved, and that team has completed at least one contest. A pupil shall be eligible for interschool competition in grades 9, 10, 11 and 12 until the last day of the school year in which he or she attains the age of 19, except as otherwise provided in subclause (a)(4) or clause (d) of this subparagraph, or in this subclause. The eligibility for competition of a pupil who has not attained the age of 19 years prior to July 1st may be extended under the following circumstances.

(i) If sufficient evidence is presented by the chief school officer to the section to show that the pupil's failure to enter competition during one or more seasons of a sport was caused by illness, accident, documented social/emotional condition, or documented social/emotional circumstances beyond the control of the pupil, such pupil's eligibility shall be extended accordingly in that sport. In order to be deemed sufficient, the evidence must demonstrate that:

(a) the pupil's failure to enter competition during one or more seasons of a sport was caused by illness, accident, documented social/emotional condition or documented social/emotional circumstances beyond the control of the pupil;

(b) as a direct result of such circumstances the pupil is required to attend school for one or more additional semesters in order to graduate; and

(c) such participation would not have a significant adverse effect upon the opportunity of other pupils to participate successfully in interschool competition in the sport. However, nothing herein shall be construed to extend a student's eligibility beyond the age of 19, except as provided in clause (ii)(d) of this subparagraph.

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

(iii) If the section declines to extend the pupil's eligibility in accordance with this subclause, the section shall provide written notice of such determination to the chief school officer, with a copy to the pupil's parent, guardian or person in parental relation. Such notice shall include, as

applicable: information regarding the athletic association's internal appeal process, including the name of the individual and address to which such appeal is to be directed; or a statement that the determination may be appealed to the Commissioner of Education, in accordance with Education Law section 310, within 30 days of the date of such determination and shall include the name and address of the section official upon whom such appeal shall be served. If the athletic association hears and denies an appeal, written notice of the determination shall be provided to the chief school officer, with a copy to the pupil's parent, guardian or person in parental relation. Such notice shall include a statement that the determination may be appealed to the Commissioner of Education, in accordance with Education Law, section 310, within 30 days of the date of such determination and shall include the name and address of the athletic association official upon whom such appeal shall be served.

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

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

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

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

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

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

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

(d) Waiver from the age requirement and four-year limitation for interschool athletic competition for students with disabilities in senior high school grades 9, 10, 11, and 12. For purposes of this clause, the term *non-contact sport* shall include swimming and diving, golf, track and field, cross country, rifle, bowling, gymnastics, skiing and archery, and any other such non-contact sport deemed appropriate by the commissioner. A student with a disability, as defined in section 4401 of the Education Law, who has not yet graduated from high school may be eligible to participate in a senior high school noncontact athletic competition under the following limited conditions:

(1) such student must apply for and be granted a waiver to the age requirement and four-year limitation prescribed in subclause (b)(1) of this subparagraph. A waiver shall only be granted upon a determination by the superintendent of schools or chief executive officer of the school or school system, as applicable, that the given student meets the following criteria:

(i) such student has not graduated from high school as a result of his or her disability delaying his or her education for one year or more;

(ii) such student is otherwise qualified to compete in the athletic competition for which he or she is applying for a waiver and the student must have been selected for such competition in the past;

(iii) such student has undergone a physical evaluation by the school physician, which shall include an assessment of the student's level of physical development and maturity, and the school physician has determined that the student's participation in such competition will not present a safety or health concern for such student; and

(iv) the superintendent of schools or chief executive officer of the school or school system has determined that the given student's participation in the athletic competition will not adversely

affect the opportunity of the other students competing in the sport to successfully participate in such competition.

(2) Such student's participation in the additional season of such athletic competition shall not be scored for purposes of such competition.

RESEARCH REFERENCES AND PRACTICE AIDS:

94 NY Jur 2d, Schools, Universities, and Colleges §§ 197, 328, 337, 471.

8 CRR-NY 135.4

Current through October 31, 2019

REGULATIONS OF THE COMMISSIONER OF EDUCATION ON MIXED COMPETITION

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

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

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

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

GUIDELINES FOR MIXED COMPETITION ON INTERSCHOLASTIC ATHLETIC TEAMS

These guidelines are issued to assist schools in the implementation of Section 135.4(c)(7)(ii)(c) of the Regulations of the Commissioner of Education which govern interscholastic competition involving members of both sexes on a single school team. The following general information should be noted by the school personnel who are responsible for the implementation of the Regulations:

- The purpose of the regulation is to preserve the health and safety of students while assuring that students of both sexes have opportunity to participate successfully in interschool competition. Athletic opportunity in mixed competition is allowed under the conditions set forth in the regulations for specific sports identified in subclause (2) of section 135.4(c)(7)(ii)(c), as well as all other sports not so identified.
- The regulation provides for students involved in mixed competition to be placed on teams at appropriate levels of competition based upon the individual's medical history, maturity, physical data, fitness scores and skills. The guidelines are to be used for both junior high school and senior high school programs.
- If a team is organized primarily for one sex and members of the opposite sex are also members, the team should continue to be classified as either a male or female.
- If a team was formed originally for one sex but is composed of a significant number of pupils of the opposite sex, it is recommended that separate teams be formed for that sport. This would allow for the greatest number of students to participate and not limit opportunities for or have a disproportionate effect on any one sex.
- When there are separate teams for each sex in a specific sport, a male may not try out for a females' team. However, the superintendent of schools may permit a female to try out for a male team, except that competition in the sports identified in subclause (2) of the regulation is subject to the review and approval of a panel. Where separate teams are provided, a female who wishes to try out for a male team in these sports must have the approval of the superintendent and the review panel. This type of crossover should be based upon that female's athletic ability to compete successfully.
- The sport of boxing is identified in the regulation because it appears in the Title IX Federal Regulations. It is not an indication that the State Education Department considers boxing a desirable sport for secondary students.
- Mixed competition in a sport identified in subclause (2) is subject to review and approval by a panel. This panel must include the school physician and a physical education teacher appointed by the principal and may include a physician chosen by the student's parent(s). This panel is responsible for determining the readiness of the student in terms of medical health, maturity, fitness and skill of the individual in relationship to other members of the team. The intent of the regulation is to match the student's readiness with an appropriate placement, as well as to provide the pupil with a successful competitive opportunity. When the physical abilities of the individual are deemed by the panel to be short of or exceed the

physical abilities of other team members, thereby creating a hazardous condition or unfair advantage for that student or other members of the team, denial of participation would be appropriate.

- These procedures apply only to a student's eligibility to try out for a team of the opposite sex. The coach must decide if the pupil is to remain on the team or be dropped from the team in the same manner as all other pupils trying out for the team. If a coach has a "no cut" policy, the student of the opposite sex must be allowed to remain on the team the same as other students. The following chart indicates which regulatory provisions apply to specific sport and program offerings:

REGULATIONS OF THE COMMISSIONER OF EDUCATION SECTION 135.4(c)(7)(ii)(c)
GUIDE TO MIXED COMPETITION APPROVAL FOR INTERSCHOLASTIC ATHLETICS

	TEAMS PROVIDED IN A SPORT		
1. PANEL APPROVED SPORTS *	ONE TEAM FOR MALES	ONE TEAM FOR FEMALES	MALE & FEMALE TEAMS
a) Males on a female team	(Not applicable)	With approval of Supt. or Chief School Officer, Review Panel and Section. ** Subclause (2) & (4)	Not Permitted Subclause (3)
b) Females on a male team	With approval of the Review Panel Subclause (2)	(Not applicable)	With approval of Superintendent or Chief School Officer and Review Panel.** Subclause (2) and (3)
2. ALL OTHER SPORTS	ONE TEAM FOR MALES	ONE TEAM FOR FEMALES	MALE & FEMALE TEAMS
a) Male on a female team	(Not applicable)	With approval of Supt. or Chief School Officer and Section. Subclause (4)	Not Permitted Subclause (3)
b) Female on a male team	No approval required Permitted under Subclauses (1), (3) and (4)	(Not applicable)	With approval of Superintendent or Chief School Officer Subclause (3)

* Baseball/Softball, Basketball, Boxing, Field Hockey, Football, Ice Hockey, Lacrosse, Rugby, Soccer, Speedball, Team Handball, Power Volleyball (net height less than 8 feet) and Wrestling.

**This order of approvals is recommended so as to avoid the unnecessary formation of a review panel in cases where the superintendent or chief school officer does not wish to approve the student for mixed competition.

REVIEW PANEL PROCEDURES

Upon a request to the school authorities for a pupil to participate in mixed competition, as provided in the Regulations of the Commissioner of Education, a review panel shall be formed. The Director of Physical Education should coordinate the activities of the review panel. The information reported on the form, **ATHLETIC PROFILE FOR MIXED COMPETITION**, shall be used by the review panel in making a determination.

COMPLETING THE ATHLETIC PROFILE

Part I: School Information

- Fill in the information as indicated.

Review Panel

- A school physician and a physical education teacher (designated by the principal) shall serve on the review panel as school representatives. The parent(s) of the pupil shall also be given the option of having a physician of choice serve on the panel. If parent(s) elect not to have a physician on the panel and a disagreement on the determination of participation by the pupil develops, the parents should be so advised. If the parents still opt not to select a physician for the panel, it is recommended that the school principal appoint another physician so there are two physicians and a physical education teacher on the panel as intended by the regulation.
- The review panel should convene as soon as feasible in order to give the pupil a reasonable opportunity for an early try out for the team, if approved to do so.

Part II: Pupil Information

- The Director of Physical Education should be responsible for providing the panel with all available information.

Part III: Physical Education and Medical History

- The information on the physical education history of the pupil should be obtained from the physical education teachers who have had the pupil in classes.
- The school nurse should provide the information on the medical history of the pupil by reference to the available health records.

Part IV: Physical Data

- The school physician shall provide the information obtained as part of the normal health examination for participation in athletics.
- The developmental age or maturity level of the pupil can be established by using the Developmental Screening Procedures used in the Athletic Placement Process for Interscholastic programs (APP) (See February 2015 APP: <http://www.p12.nysed.gov/ciai/pe/documents/AthleticPlacementProcess2-11-15Revised.pdf>). Note: For modified students, please see Appendix B in the Mixed Competition Guidelines for recommended Tanner scores.
- A determination of general body type should be made by the physician during the health examination. Comments on joint structure would also be helpful.

- If the school physician determines during the health examination the pupil has a physical impairment which would make it unsafe for the pupil to participate in the sport, the review panel need not convene.

Part V: Athletic Performance Testing (Fitness)

- The Fitness Test scores used are taken from the President's Council Fitness test benchmarks at the 50th percentile for the National Physical Fitness Award Qualifying Standards. See <https://www.presidentschallenge.org/challenge/physical/benchmarks.html>. This test should be used as a means of assessing the student's fitness level. → See: Appendix A in the Mixed Competition Guidelines.
- Scores achieved on this test shall be recorded on the profile form where indicated. The test should be administered by a physical education teacher. • When reviewing the test scores, the panel needs to be made aware that the relative importance of the test item to the demands of the sport.
- When reviewing the test scores, the panel should refer to the standards related to the sex of the team and the level of play at which the pupil wishes to play.
- Please note that the President's Council Fitness Test scores are not intended as qualifying or disqualifying scores for mixed competition. The scores that appear in the chart are not absolute requirements for the panel to consider. The scores only provide a reference as to what could normally be found among the members of the team for that sex at that level of play. If the scores of the pupil differ from the standards, the panel should assess the significance of that difference for the pupil being considered. The panel should also consider the strengths and abilities of the team in question.

Part VI: Panel Decision

- Once the panel has reached a decision, the pupil and his/her parents shall be so advised.
- A "YES" decision means the pupil may try out for the team. The coach will then apply the same try- out criteria used for all other pupils trying out for the team and determine whether or not the pupil may remain on the team.
- The panel decision applies only to the sport and season for which the application was made. Subsequent seasons or sports will require another review. Therefore, all students that have been previously approved to participate in a mixed competition situation must be re-approved each season for each sport in which he/she wishes to participate.

INDIVIDUAL ATHLETIC PROFILE FOR MIXED COMPETITION

PLEASE TYPE OR PRINT

PART I: School Information

Date: _____

District _____ Superintendent _____

City _____ Director of P.E. _____

School Physician _____

Family Physician _____

Physical Education Teacher _____

PART II: Pupil Information

Previous mixed competition ____ YES ____ NO

What sport and level? _____

Name _____

Sport and level being requested?

Age _____ Grade _____ _____

PART III: Physical Education and Medical History

Is the pupil enrolled in regular physical education without restrictions?

____ YES ____ NO If NO, Explain _____

History of conditions, injuries or illness that would be restricting?

____ YES ____ NO If YES, Explain _____

PART IV: Physical Data

Weight ____ lbs Height ____ Feet ____ Inches Maturity Level (See

Appendix B) ____ Body Type (check) Mesomorph: ____ Endomorph:

____ Ectomorph: ____ Comments:

APPENDIX – B

MILLER PLACE SCHOOL DISTRICT ***“EMERGENCY ACTION PLAN”***



Athletic Emergency Action Plan

Introduction

The purpose of the Emergency Action Plan (EAP) is to guide athletic personnel, emergency medical services, and school security in responding to emergency situations when they occur. The emergency team may consist of physicians, certified athletic trainers, emergency medical technicians, athletic training students, coaches, security, supervisors and possibly bystanders. Roles of these individuals will vary depending on different factors such as team size, athletic venue, preference of the head athletic trainer, etc.

Members of the Emergency Care Team

A certified athletic trainer (ATC) is employed to provide leadership in the health care of the student-athlete including the emergency management of injuries/illnesses during athletic participation, under the direction of the school physician(s).

Coaches, school security, and student athletic trainers are required to be trained and maintain certification in first aid, CPR/AED and the prevention of disease transmission (blood borne pathogens) and may act as first responders in an emergency situation. These requirements are in keeping with OSHA and NYSED standards. This training should be completed prior to being assigned to the emergency care team. Copies of training certificates and/or cards are maintained in the athletic office and/or with the athletic director.

The role of the first responder is to provide assistance to the athletic trainer as part of the emergency medical team in the event of an emergency. Annual review and update of the EAP is conducted with all athletic personnel so that each member of the emergency care team is aware of their respective role in the event of an emergency. The following roles are included in the EAP:

1. Immediate care of the injured/ill athlete(s)
2. Retrieval of emergency equipment
3. Activation of Emergency Medical System (EMS)
4. Directing EMS to the scene.

Immediate Care of the Injured/Ill Athlete

There shall be at least one trained individual at all practices, competitive events, conditioning, and skill sessions. The minimal training is first aid, CPR/AED and the prevention of disease transmission (blood borne pathogens). These individuals include the athletic trainer, student athletic trainer, coaches and/or school security. Appropriate emergency first aid steps must be taken in accordance with the level of certification that

each trained member of the emergency care team has. The Injury/Illness Emergency Protocols are included at the end of this document.

Emergency Equipment

Appropriate emergency equipment must be on-hand at all athletic practices and competitive events. All assigned emergency care personnel should be aware of the location and function of all emergency equipment. Emergency supplies and equipment include, but are not limited to: first aid supplies (i.e. dressings, bandages, tape, slings, etc.), body substance isolation (BSI) materials (i.e. protective gloves, gauze, neutralizing solution, and spill kits), and splints/crutches. Training and update on the proper use of emergency equipment is conducted annually prior to the beginning of the fall academic year for all emergency care personnel. The equipment is checked prior to practices and competitive events for proper function and availability.

Emergency Equipment Location

First aid supplies (medical kit, body substance isolation (BSI) supplies (including biohazard bag and gloves), breathing devices (CPR masks), and ice packs and coolers are available on-site and are required to be brought to all team events under the direction of the head coach. Crutches, splints, Athletic Trainer's kit and AED are located in the Athletic Trainer's cart (fall and spring) or in the athletic training room (winter). Each athletic team is assigned an AED for the duration of the athletic season that they shall carry with them to each practice, home and away competition.

AED Location(s)

In the event that the athletic trainer is not present, AED(s) are located in the:

- High School main lobby
- Outside of the gym (cafeteria side)
- Entrance to the library
- Nurse's office

Each athletic team is assigned an AED for the duration of the athletic season that they shall carry with them to each practice, home and away competition.

See Attachment B for map location

Retrieval of Emergency Equipment

Appropriate emergency equipment must be retrieved from the designated area at the athletic venue and brought to the scene by a member of the emergency care team as directed by the Athletic Trainer.

Activation of EMS

One member of the emergency care team will be directed to utilize a cellular phone or stationary phone to contact Emergency Medical Services. This individual shall be trained in activating EMS. They must be calm, have a full understanding of the emergency, and be able to identify the location of the emergency. In the event of an

injury/illness requires the use of an AED, the Athletic Director must be contacted immediately.

Directing EMS to the Scene

EMS will be instructed as to the location of the injury and the appropriate entrance as designated by the athletic trainer. A member of the emergency care team or any member of the athletic staff may go to the appropriate location to assist in the directing of EMS to the scene.

Emergency Communication

A portable two-way radio, cell phone or stationary telephone is on-site at each athletic practice and competitive event, which allows direct contact with the Head Athletic Trainer in the event of serious or life-threatening emergencies. The Head Athletic Trainer will appoint a member of the emergency care team to activate EMS. In the event that the Head Athletic Trainer is not on-site for an athletic practice or competitive event, the head coach shall have a portable two way radio, cell phone or access to a stationary telephone for emergency use.

Hazardous Material

Any item (gauze, ace bandages, uniforms, etc.) that have been in contact with blood or other body fluids should be handled according to the blood borne protocol. All kits will include biohazard bags for disposal of contaminated items. Tape all biohazard bags closed and return the bags to the athletic training room for proper disposal. Wear gloves at all times while handling infectious material.

Transportation

Emergency transportation of an injured/ill student-athlete is provided via EMS. An individual of the athletic trainer's choice may provide transportation to a local emergency room for a student-athlete with a non-life threatening injury/illness.

Thunder and/or Lightning

In the event of thunder and/or lightning, all practices and contests must be suspended in accordance with the attached Section XI and NYSPHSAA Emergency Action Plan for Thunder and/or Lightning. (Attachment A)

Rehearsal of EAP

There will be a yearly review and rehearsal of the Athletic Emergency Action Plan by the Head Athletic Trainer, Athletic Training Students, other members of the Emergency Personnel Team as designated, and members of the Miller Place Fire Department and EMS.



Athletic Injury/Illness Emergency Protocol

The following procedures are to be carried out by an appropriately trained Certified Athletic Trainer or Student Athletic Trainer. **In the event that no Certified Athletic Trainer is available on-site at a specific practice or event, the head coach and/or designee shall perform the duties listed below.**

1. Contests and practices hosted at Miller Place High School Gymnasium and Fields
 - a. **MEDICAL EMERGENCIES** (breathing cessation, severe bleeding, concussion with loss of consciousness, suspected neck or spinal injury, fracture, dislocation, eye or face injury, heat related illness, or any other injury of illness resulting in poor vital signs such as decreased blood pressure, weak pulse or signs of shock).
 - i. Follow the Emergency Action Plan and provide appropriate care.
 - ii. Call 911 for EMS.
 - iii. Notify the student-athletes parent or guardian.
 - iv. Monitor vital signs.
 - v. Calm and reassure the athlete.
 - vi. Notify the Athletic Director and Athletic Trainer as soon as possible.
 - vii. Complete an Injury/Illness report.
 - viii. Provide follow up care as necessary.
 - b. **NON-EMERGENCIES** (sprains, strains, illness, abrasions, minor cuts, contusions, etc.).
 - i. Provide appropriate first aid care.
 - ii. Notify the student-athletes parent or guardian
 - iii. Notify the athletic trainer
 - iv. Send the athlete to the appropriate medical care facility if unable to contact a certified athletic trainer and/or unsure of the severity of the injury.
 - v. Complete an Injury/Illness form.
2. For Contest and practice occurring *away* from Miller Place High School
 - a. **MEDICAL EMERGENCIES**
 - i. Follow the Emergency Action Plan and provide appropriate care.
 - ii. Ask for the host certified athletic trainer and follow the host institution's emergency action plan.
 - iii. If the student-athlete must be transported to an emergency facility, find out what facility they will be going to and then notify the student-athletes parent/guardian and make arrangements for the athlete to be picked up.

- iv. Do not travel to the emergency facility with the athlete. Staying with the rest of the team is the priority. In the event that there is more than one coach or designee, it is permissible to accompany the injured athlete to the emergency facility if requested by the athlete or head coach.
 - v. Notify the Head Athletic Trainer and Athletic Director as soon as possible.
 - vi. Complete an Injury/Illness report.
- b. **NON-EMERGENCIES** (able to return to Miller Place High School without immediate medical care)
- i. Provide appropriate first aid care.
 - ii. Return to Miller Place High School and follow non-emergency management protocols established for home events.
 - iii. Notify Head Athletic Trainer upon returning.
 - iv. Complete Injury/Illness form

IN CASE OF EMERGENCY:

Hannah Kuemmel, Athletic Trainer
(Cell) 631-678-8175
(Office) 631-474-2723 x 370

Ron Petrie, Athletic Director
(Cell) 631-833-0649
(Office) 631-474-2860



Emergency Action Plan in the Event of Thunder and/or Lightning

The following steps are modified from those recommended by Section XI and the National Severe Storms Laboratory (NSSL) in the event of lighting or severe storm warning.

1. A member of the emergency care team, administration, or a game official is designated to monitor threatening weather conditions and make the decision to remove a team or individuals from an athletic venue or event.
2. Monitoring should include obtaining a weather report prior to practice or competitive event. Be aware of potential thunderstorms that may form.
3. Thunder and lightning necessitates that contests be suspended. The occurrence of thunder and/or lightning is not subject to interpretation.
 - a. When thunder is heard the following procedures should be adhered to:
 - i. Suspend play and direct participants to go to a shelter, a building normally occupied by the public, or if a building is unavailable a vehicle with a solid metal top (i.e. bus, van, car).
 - ii. Do not permit people to stand under or near a tree; and have all stay away from poles, antennas, towers and underground watering systems.
 - iii. After thunder has left the area, **wait 30 minutes** after the last boom is heard before resuming play or competition.
 - b. When lightning is seen, the following procedures must be adhered to:
 - i. If lightning is observed by the official(s) 15 or fewer minutes prior to the scheduled start of that contest, the official(s) and the responsible school authorities shall not permit that contest to be played on that date.
 - ii. If lightning is observed by the official(s) during the playing of a contest, the official(s) **shall immediately cease play for the day.**

Safe Locations

- Team members will wait in the school building or bus until determination of resumption of play is made
- Spectators wait in cars until determination for resumption of play is made.
- Event staff/Officials/Coaches wait in the school building or cars until determination for resumption of play is made.
- Gymnasium or Auditorium can be made available inside building if needed...**ATTACHMENT A**

Miller Place High School
Athletic Emergency Action Plan
Site: **Gymnasium**

1. Emergency Personnel/Team:

- a. Doctor(s): Not present on site
- b. Athletic Trainer(s): Hannah Kuemmel
- c. Possible Administrator(s): Ron Petrie (AD), Kevin Slavin (Principal), Joe Zito (AP), Christine Mangiamale (AP), Dr. Marianne Cartisano (Superintendent)
- d. Coach(es): Volleyball, Boys/Girls Basketball, Wrestling, Winter Track, Badminton
- e. Athletic Training Students: TBA
- f. Standby Ambulance: None

2. Emergency Equipment:

- First Aid Kit
- Ice
- AED (located outside of gymnasium doors)...ATTACHMENT A

3. Role of First Responder (Athletic Trainer, Coach, Athletic Director, Administrator)

- a. Establish that scene is safe and provide immediate care of athlete(s) or victims, i.e., check for electrical wires, fire, pools of water.
- b. Activation of Emergency Medical System (EMS) in the following situations or if unsure of medical care needed:
 - Unconscious athlete(s)
 - No pulse or circulation
 - Anaphylactic shock, i.e., allergic reaction to food, drugs, or insect bite
 - Electrical Shock
 - Head injury with loss of consciousness
 - Neck injury resulting loss of sensation, strength or range of motion; DO NOT MOVE ATHLETE OR VICTIMS.
 - Suspected fracture; DO NOT MOVE ATHLETE OR VICTIMS.
- c. Call 911
 - Name of site: Miller Place High School Gymnasium
 - Address of site: 15 Memorial Drive, Miller Place, NY 11764
 - Cross Street: Miller Place Road
 - Phone Number of Caller: _____
 - Number of people/athlete(s) involved: _____
 - Condition of injured: _____
 - First Aid treatment rendered: _____
 - Specific directions as needed to locate the emergency scene: Refer to Attachment C Gymnasium Map

- d. Provide appropriate CPR or First Aid
- e. Notify parent or guardian
- f. Notify Athletic Trainer
 - Coach to notify Athletic Trainer
 - Athletic Trainer to notify Athletic Director if necessary
 - Athletic Director to notify Superintendent and Principal if necessary
- 4. Role of Secondary Responder (Security, Coach, Supervisors)
 - a. Retrieval of emergency equipment: AED, Splints, Crutches, etc. located in Athletic Training Room...ATTACHMENT A
 - b. Open appropriate gates or doors: Coach(es), Security, Supervisors
 - c. Designate individual to flag down EMS and direct to scene: Hannah Kuemmel
 - d. Limit scene to First Aid providers and EMS. Move bystanders away from the scene: Coach(es), Security, Supervisors.
- 5. Role of Coach, Athletic Trainer, Athletic Director in case of EMS Transport of the athlete
 - a. If parents/guardians are not able to accompany the injured athlete (i.e. not on site), head coach or Athletic Trainer designates another coach or adult to accompany the athlete.
 - b. Accompanying coach to update Athletic Trainer on status of the injured athlete.
 - c. Athletic Trainer to update Athletic Director and parents/guardians on status of the injured athlete if necessary.
 - d. Athletic Director to notify Superintendent and Principal if necessary.

Miller Place High School
Athletic Emergency Action Plan
Site: **Stadium Field**

1. Emergency Personnel/Team:

- a. Doctor(s): Mark Harary, MD or PA for varsity football games only
- b. Athletic Trainer(s): Hannah Kuemmel
- c. Possible Administrator(s): Ron Petrie (AD), Kevin Slavin (Principal), Joe Zito (AP), Christine Mangiamele (AP), Dr. Marianne Cartisano (Superintendent)
- d. Coach(es): Football, Boys/Girls Lacrosse; Field Hockey, Boys/Girls Soccer.
- e. Athletic Training Students: TBA
- f. Standby Ambulance: For Varsity Football games only; possibly for JV

2. Emergency Equipment:

- First Aid Kit
- Ice
- AED...ATTACHMENT A
- Athletic Training Kit
- Splints
- Crutches

3. Role of First Responder (Athletic Trainer, Coach, Athletic Director, Administrator)

- a. Establish that scene is safe and provide immediate care of athlete(s) or victims, i.e., check for electrical wires, fire, pools of water.
- b. Activation of Emergency Medical System (EMS) in the following situations or if unsure of medical care needed:
 - Unconscious athlete(s)
 - No pulse or circulation
 - Anaphylactic shock, i.e., allergic reaction to food, drugs, or insect bite
 - Electrical Shock
 - Head injury with loss of consciousness
 - Neck injury resulting loss of sensation, strength or range of motion;
DO NOT MOVE ATHLETE OR VICTIMS.
 - Suspected fracture; DO NOT MOVE ATHLETE OR VICTIMS.
- c. Call 911
 - Name of site: Miller Place High School Stadium Field
 - Address of site: 15 Memorial Drive, Miller Place, NY 11764
 - Cross Street: Miller Place Road
 - Phone Number of Caller: _____
 - Number of people/athlete(s) involved: _____
 - Condition of injured: _____
 - First Aid treatment rendered: _____

- Specific directions as needed to locate the emergency scene: Refer to Attachment D Outdoor Fields Map. use track gate to enter field.
- d. Provide appropriate CPR or First Aid
 - e. Notify parent or guardian
 - f. Notify Athletic Trainer
 - Coach to notify Athletic Trainer
 - Athletic Trainer to notify Athletic Director if necessary
 - Athletic Director to notify Superintendent and Principal if necessary
4. Role of Secondary Responder (Security, Coach, Supervisors)
- a. Retrieval of emergency equipment: AED, Splints, Crutches, etc. located in Athletic Trainers golf cart
 - b. Open appropriate gates or doors: Coach(es), Security, Supervisors
 - c. Designate individual to flag down EMS and direct to scene: Hannah Kuemmel
 - d. Limit scene to First Aid providers and EMS. Move bystanders away from the scene: Coach(es), Security, Supervisors.
5. Role of Coach, Athletic Trainer, Athletic Director in case of EMS Transport of the athlete
- a. If parents/guardians are not able to accompany the injured athlete (i.e. not on site), head coach or Athletic Trainer designates another coach or adult to accompany the athlete.
 - b. Accompanying coach to update Athletic Trainer on status of the injured athlete.
 - c. Athletic Trainer to update Athletic Director and parents/guardians on status of the injured athlete if necessary.
 - d. Athletic Director to notify Superintendent and Principal if necessary.

Miller Place High School
Athletic Emergency Action Plan
Site: **Outdoor fields, including tennis courts**

1. Emergency Personnel/Team:

- a. Doctor(s): None
- b. Athletic Trainer(s): Hannah Kuemmel
- c. Possible Administrator(s): Ron Petrie (AD), Kevin Slavin (Principal), Joe Zito (AP), Christine Mangiamale (AP), Dr. Marianne Cartisano (Superintendent)
- d. Coach(es): Football, Boys/Girls Lacrosse. Boys/girls soccer, Field Hockey, Boys/Girls Cross Country/Track, Boys/Girls Tennis, Baseball, Softball,
- e. Athletic Training Students: TBA
- f. Standby Ambulance: None

2. Emergency Equipment:

- First Aid Kit
- Ice
- AED
- Athletic Training Kit
- Splints
- Crutches

3. Role of First Responder (Athletic Trainer, Coach, Athletic Director, Administrator)

- a. Establish that scene is safe and provide immediate care of athlete(s) or victims, i.e., check for electrical wires, fire, pools of water.
- b. Activation of Emergency Medical System (EMS) in the following situations or if unsure of medical care needed:
 - Unconscious athlete(s)
 - No pulse or circulation
 - Anaphylactic shock, i.e., allergic reaction to food, drugs, or insect bite
 - Electrical Shock
 - Head injury with loss of consciousness
 - Neck injury resulting loss of sensation, strength or range of motion;
DO NOT MOVE ATHLETE OR VICTIMS.
 - Suspected fracture; DO NOT MOVE ATHLETE OR VICTIMS.
- c. Call 911
 - Name of site: Miller Place High School (SPORT) Field
 - Address of site: 15 Memorial Drive, Miller Place, NY 11764
 - Cross Street: Miller Place Road
 - Phone Number of Caller: _____
 - Number of people/athlete(s) involved: _____
 - Condition of injured: _____

- First Aid treatment rendered: _____
 - Specific directions as needed to locate the emergency scene: Refer to above Attachment D Outdoor Fields Map, provide appropriate gate to enter field.
- d. Provide appropriate CPR or First Aid
 - e. Notify parent or guardian
 - f. Notify Athletic Trainer
 - Coach to notify Athletic Trainer
 - Athletic Trainer to notify Athletic Director if necessary
 - Athletic Director to notify Superintendent and Principal if necessary
4. Role of Secondary Responder (Security, Coach, Supervisors)
- a. Retrieval of emergency equipment: AED, Splints, Crutches, etc. located in Athletic Trainers golf cart
 - b. Open appropriate gates or doors: Coach(es), Security, Supervisors
 - c. Designate individual to flag down EMS and direct to scene: Hannah Kuemmel
 - d. Limit scene to First Aid providers and EMS. Move bystanders away from the scene: Coach(es), Security, Supervisors.
5. Role of Coach, Athletic Trainer, Athletic Director in case of EMS Transport of the athlete
- a. If parents/guardians are not able to accompany the injured athlete (i.e. not on site), head coach or Athletic Trainer designates another coach or adult to accompany the athlete.
 - b. Accompanying coach to update Athletic Trainer on status of the injured athlete.
 - c. Athletic Trainer to update Athletic Director and parents/guardians on status of the injured athlete if necessary.
 - d. Athletic Director to notify Superintendent and Principal if necessary.

Venue	EMS Entrance	Primary AED	Secondary AED
Gymnasium	Gym Entrance	Athletic Trainer/Coach	Gymnasium
Stadium/Track	Track Gate	Athletic Trainer/Coach	Gymnasium
Upper Turf	Track Gate	Athletic Trainer/Coach	Gymnasium
Lower Grass Field	Track Gate	Athletic Trainer/Coach	Gymnasium
Baseball Field	Track Gate	Athletic Trainer/Coach	Gymnasium
Softball Field	Track Gate	Athletic Trainer/Coach	Gymnasium
Upper Grass Field	Track Gate	Athletic Trainer/Coach	Gymnasium
Rear Grass	Practice Field Gate	Athletic Trainer/Coach	Gymnasium
North Grass	Tennis Gate	Athletic Trainer/Coach	Gymnasium/Library
Tennis Court	Tennis Gate	Athletic Trainer/Coach	Library
JV Softball	Tennis Gate	Athletic Trainer/Coach	Library

*The Miller Place High School campus maps and athletics fields maps are on file with the District Office, Facilities Department, and Athletics Office.

APPENDIX – C

MILLER PLACE SCHOOL DISTRICT ***“BOARD OF EDUCATION POLICIES”***

1. *Student Attendance – (#5160)*
2. *Extra-Curricular Participation – (#5200)*
3. *Eligibility for Extra-Curricular Activity – (#5205)*
4. *Advanced Placement/APP – (#5252)*
5. *Interscholastic Athletics – (#5280)*
 - a. *Sports Physicals – (#5280.1)*
6. *Concussion Management – (#5285)*
7. *Eligibility & Discipline – (#5305)*
8. *Automated Electronic Defibrillator/AED – (#5425)*

APPENDIX – D

MILLER PLACE SCHOOL DISTRICT *“MEDICAL PHYSICAL EDUCATION PROCEDURES”*

MILLER PLACE ATHLETICS

*Office of Athletics, Physical Education,
Health and Intramurals*

15 Memorial Drive

Miller Place, New York

631-474-2723 ext. 307

MEDICAL-PHYSICAL EDUCATION – Instructional Protocols & Procedures

A Departmental GOOGLE CLASSROOM will be the standard curriculum pathway for any students whose medical status prevents them from long-term participation in a typical Physical Education setting. For the sake of delineation “long-term” will be defined as absences from class participation for more than 4 WEEKS (10 consecutive days) due to a valid medical note from a physician. Upon receiving such information, the following procedures will be initiated...

1. INITIAL NOTE to HS Nurse

2. NURSE → provides copy of note to

- Teacher assigned as the Med-PE Coordinator (.1 FTE)
- Class Teacher of Record (TBD per rosters & notes)

A. Med-PE Coordinator: will review the initial note and communicate with the Teacher of Record as to if the student should be enrolled in the GOOGLE CLASSROOM, or if “in-class” protocols will be implemented for course credit. Pathways for credit will be based on the following rubric.

Credit equivalency will be structured as follows:

- **STEP #1: STUDENT is medically removed for 2 weeks or less (equivalent to 5 classes or less), then the individual teacher will utilize “in-class protocols” for earning participation credit.**
- **STEP #2: STUDENT is removed for 1 month or greater*** = 1 assignment**
- **STEP #3: STUDENT removed between 6-8 weeks = 2 assignments**
- **STEP #4: STUDENT removed more than 8 weeks = 3 assignments**
- **STEP #5: STUDENT removed for an entire Quarter = 4 assignments**
- **STEP #6: STUDENT removed for an entire Semester = 8 assignments**
- **STEP #7: STUDENT removed for an entire School Year = 16 assignments**

****If...MEDICAL NOTE is OPEN-ENDED (no end date/until further notice) → automatic Step #2.
If cleared before 2 weeks, then they will fall under “in-class” protocols.**

B. After determination has been made regarding GOOGLE CLASSROOM enrollment, the PE Coordinator will communicate with the Teacher of Record about the assignment(s) provided and associated due dates.

- **HS Nurse will be responsible for:**
 - Providing current medical notes to teachers/administrators.
- **Med-PE Coordinator will be responsible for:**

- Contacting both the student & parents about enrollment into the GOOGLE CLASSROOM program and operational processes. They will operate as the teacher within the classroom as far as providing assignments & due dates.

B. (Cont'd.)

- **Class Teacher of Record...will be responsible for:**
 - Communication with Med-PE Coordinator about status of their students
 - Communicate directly with the parents about delinquent or missing work
 - Submission of Progress Report/Quarter Grades.

HOME TUTORING

- Students out on Home Tutoring will be communicated to the Med-PE Coordinator and Teacher of Record by the Guidance Department about needs through the GOOGLE CLASSROOM process.
- Please review the note for the amount of time on Home Tutoring and assign work accordingly per the same rubric for Med-PE. There will not be a need for a medical to determine.
- If a student receives a new medical release that is prior to the expected/original date then the workload should be adjusted accordingly using the rubric as a guideline, as well as through direct conversation with the Teacher of Record. Please communicate those adjustments to the Med-PE Coordinator in a timely manner
- The Med-PE Coordinator will inquire about archiving work. This should only be done when a student has completed the necessary assignments and they have been cleared medically for regular participation.
- The Class Teacher of Record should evaluate and enter grades for Med-PE work in a timely manner as to keep all parties up to date with appropriate progress and academic standing.

CONCUSSIONS

- If a student is out due to a diagnosed concussion, the date of removal will initiate the “monitoring” process. Often the initial diagnosis is preventative until a confirmed diagnosis and plan of treatment with modifications are prescribed. Regardless we use the initial date of removal as a starting point.
- The Med-PE Coordinator should log the student for record keeping purposes but delay enrollment into Med-PE until confirmation and duration can be confirmed.
 - **What date was the student removed from activity?**
 - This starts the “clock” for potential assignments.
 - **What is the date of removal from restrictions?**
 - If the removal is between 2-4 weeks (Step-1 thresh-hold) then inform the teacher of record that they may use in-class protocols or assign 1 assignment in paper format.
 - If removal is after 4 weeks, then Step-1 is initiated and future assignments are accrued per the original Med-PE Credit Equivalency. Should the student be restricted from online work, they can choose to start paper forms.
 - **What modifications are implemented if restrictions extend beyond a Grading Quarter?**

- Can the student perform online assignments or sport-folios in general?
- If they are restricted from sport-folios altogether, then log the owed assignments until full clearance is received and have the teacher of record handle this through setting a date and assigning an **INCOMPLETES (INC)** as progress.
- The **INC** will be converted to the appropriate grade once the work is completed or the agreed upon due date has expired. The grade given will reflect the quality of work as well as meeting established due dates.

APPENDIX – E

MILLER PLACE ATHLETICS DEPARTMENT ***“CONTENT SPECIFIC FORMS”***

- 9. COACHES CODE of CONDUCT – MPSD*
- 10.COACHES EVALUATION FORM – MPSD*

MILLER PLACE ATHLETICS

*Office of Athletics, Physical Education,
Health and Intramurals*

15 Memorial Drive

Miller Place, New York

631-474-2723 ext. 307

Miller Place Coaches Code of Conduct and Responsibilities (rev.8/11)

Miller Place School District is committed to high ethical standards of professional conduct as applied to coaches and student-athletes, therefore, coaches shall:

1. Know the rules of the game, the policies of Section XI and the rules and regulations of NYSPPSAA. The coach and the team shall abide by these rules and regulations.
2. Actively use their coaching skills to enhance good sportsmanship on the part of players and the community,
3. Refrain from verbally berating athletes and/or officials. Profane and vulgar remarks, critical public comments and/or off color remarks are demeaning, offensive and unprofessional.
4. Refrain from physical abuse of athletes and/or officials. Unnecessary roughness, fighting, or any other form of inappropriate physical contact cannot be tolerated. (Note: Verbal and physical abuse should never substitute for motivational techniques, which enhance performance without threatening the dignity of the athlete.)
5. Be responsible for the supervision of student-athletes: in locker rooms, at the bus, and when applicable, make supervision arrangements between school dismissal and the start of practice or game.
6. Be responsible for the supervision, discipline, and behavior of his/her student-athletes and abide by all rules and regulations of the host school at away contests.
7. Preserve the integrity of competition by never humiliating the opponent in a deliberate way.
8. In un-officiated sports, ensure honesty in scoring and integrity of calls on the part of the athlete.
9. Ensure that advantage is not sought through intimidation of opponents or officials.
10. Will be a positive role model in the use of controlled and illegal substances (including drugs, alcohol and tobacco).
11. Recognize and reinforce that the purpose of athletics is to promote the physical, mental, moral, social, and emotional well-being of the individual players.
12. Be responsible for the distribution and collection of equipment and uniforms given to the team.

Violations of this code will be handled by Miller Place School District in the following manner:

1. Misconduct regarding the alleged inappropriate behavior of a coach shall be referred to the Athletic Director, who will alert the building Principal and Superintendent as to allegation and specifics.
2. If the violation is not reconciled at the Athletic Director's level, the violation will be forwarded to the Superintendent.
3. After a full investigation is conducted, the coach may be temporarily suspended or dismissed. The final determination will be made by the Superintendent of Schools.

Coach's Signature/ Date

rpetrie@millerplace.k12.ny.us

Athletic Director/ Date

Ronald J. Petrie
Director of Athletics

fax 631-474-2761

MILLER PLACE ATHLETICS – Coaching Evaluation

COACH: _____

OBSERVER: _____

SPORT: _____

DATE: _____

● Middle School ● JV ● Varsity

AREA of EVALUATION/RATING (1-5)	1	2	3	4	5	n/a
COMMUNICATION						
• Coach/Athlete Interaction & Rapport	●	●	●	●	●	●
• Coach/Parent Interactions	●	●	●	●	●	●
• Coach/Administration Interactions	●	●	●	●	●	●
• Coach/Program Staff Rapport	●	●	●	●	●	●
• Coach/Athletic Department Rapport	●	●	●	●	●	●
• Coach/Opposing Coaches & Team Rapport	●	●	●	●	●	●
PROGRAM CULTURE						
• Punctuality & Attendance	●	●	●	●	●	●
• Exhibits professional judgment, self-control and models good sportsmanship	●	●	●	●	●	●
• Holds athletes accountable for athletic, social & academic behaviors	●	●	●	●	●	●
• Flexibility and ability to handle situational change in a professional manner	●	●	●	●	●	●
INSTRUCTION/SKILL DEVELOPMENT						
• Knowledge of Sport Fundamentals	●	●	●	●	●	●
• Coaching Philosophy & Methods	●	●	●	●	●	●
• Practice Organization/Planning	●	●	●	●	●	●
• Effectiveness with instruction and flexibility	●	●	●	●	●	●
PROFESSIONAL RESPONSIBILITIES						
• Attends required pre-season meetings for the MP School District & Section XI	●	●	●	●	●	●
• Rating Cards/Officials Reports completed in a timely & professional manner.	●	●	●	●	●	●
• Maintains, appropriately inventory & storage of equipment	●	●	●	●	●	●
• Supervision of Athletes is consistent and appropriate for practices & contests	●	●	●	●	●	●
• Appropriate care & maintenance of facilities and grounds	●	●	●	●	●	●
• End of Season reports & responsibilities are completed prior to check-out	●	●	●	●	●	●

MILLER PLACE ATHLETICS – Coaching Evaluation

VARSITY HEAD COACHES ONLY	
<ul style="list-style-type: none"> Involvement with athlete eligibility & recruitment 	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> Involvement with community/youth programs 	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> Involvement with JV and MS programs 	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<u>OBSERVER COMMENTS:</u>	
RECOMMENDATIONS:	
NOT RECOMMENDED for RE-APPOINTMENT (see above) <input type="radio"/>	RECOMMENDED with CONSIDERATIONS (see above) <input type="radio"/>
RECOMMENDED without RESERVATION <input type="radio"/>	

COACHES COMMENTS:

DATE of MEETING: _____

ATHLETIC DIRECTOR'S SIGNATURE: _____

COACH'S SIGNATURE: _____