

**Frewsburg Central School District  
Physical Education Plan**

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*Pursuant to Section 207 of the Education Law and in accordance with Section 135.4*

*Revised 6.20.24*

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## SCHOOL DISTRICT

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### DEMOGRAPHICS

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See the following district demographics link:

<https://data.nysed.gov/enrollment.php?year=2021&instid=800000054468>

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### LOCATION

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Frewsburg is a hamlet in the Town of Carroll in Chautauqua County, New York, United States. It is located on U.S. Route 62, which forms the main street in the village.



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### PHYSICAL EDUCATION PLAN

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### INTRODUCTION

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

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### MISSION STATEMENT

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

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### PROGRAM GOALS AND OBJECTIVES

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K-12 program goals and objectives are guided by the NYS Learning Standards.

**Standard 1: Personal Health and Fitness**

New York State Learning Standards for Physical Education (adopted March 2020)

- **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.

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NATIONAL PHYSICAL EDUCATION STANDARDS

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The National Content Standards publication defines what a student should know and be able to do as a result of a quality physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula. Frewsburg Central School Program goals and objectives K-12 are guided by the following New York State Standards:

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

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

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

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

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

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## GENERAL OBJECTIVES

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Physical Education is a sequential educational program based on physical activities undertaken in an active, caring, supportive, and non-threatening atmosphere in which every student is challenged and successful. The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. As the result of a quality K-12 physical education experience, students will be able to:

### PSYCHOMOTOR OBJECTIVES

- perform movement patterns effectively (NYS 1)
- engage in physical activities that improve and maintain agility, flexibility, coordination, strength, and general physical fitness (NYS 1)
- engage in activities that develop physical, mental, social, and emotional well-being (NYS 1)
- follows rules in games and sports (NYS 2)
- demonstrate an understanding of techniques in sports (NYS 2)
- follow safety principles in all activities (NYS 2)
- manage personal and community resources (NYS 3)

### COGNITIVE OBJECTIVES

- explain the role of improving and maintaining strength, flexibility, and endurance (NYS 1)
- explain the role of physical activity in maintaining and improving emotional and physical health (NYS 1)
- explain safety aspects involved in physical activity (NYS 2)
- explain basic skills and rules involved in games and sports (NYS 1)
- explain fundamental movement patterns (NYS 1)
- list the personal and community resources available to them (NYS 3)

### AFFECTIVE OBJECTIVES

- have desirable attitudes toward physical fitness (NYS 1)
- have confidence in their abilities (NYS 1)
- value the role of physical activity in promoting, maintaining, and improving emotional and physical health (NYS 1)
- have understanding of differences in abilities and performance (NYS 1)
- appreciate the strategies and techniques of game play (NYS 1)
- appreciate the need for rules and cooperation (NYS 2)
- value the safety of all participants during activity (NYS 2)
- value the availability of community and personal resources (NYS 3)

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## REQUIRED INSTRUCTION

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### DISTRICT REQUIREMENTS

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All students in K-12 must attend and participate in a physical education program. Individual medical certificates of limitations must indicate the area of the program in which the pupil may participate. School district plans must indicate steps to be taken to ensure that each pupil meets the requirement for participation in their physical education program.

#### ROBERT H. JACKSON ELEMENTARY (K-6)

- All pupils in grades K-3 shall attend and participate in physical education on a daily basis.
- 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 are required.
- Grades K-3 are required to have daily physical education for a minimum total of 120 minutes per week.
- Grades 4-6 are required to have physical education three days per week for a minimum total of 120 minutes per week.
- Currently at Robert H. Jackson students have physical education every other day on a 6 day rotation for 40 minutes.
- An additional 15 minutes per day of PE time is provided by the classroom teacher.

#### FREWSBURG MIDDLE/HIGH SCHOOL (7-12)

- A student who completes all diploma requirements in fewer than eight semesters, is not required to continue enrollment in high school for the sole purpose of meeting the physical education requirements.
- Students entering grade 9 until graduation must earn the equivalent of two units of credit in physical education to be eligible to receive a diploma.
- $\frac{1}{4}$  credits are earned per semester for a total of eight semesters (grades 9-12). This accumulates to 2 units of credit necessary to receive a diploma.
- 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.
- Currently in grades 7-12 students meet the required instructional time.

**CURRICULUM DESIGN/REQUIRED INSTRUCTION**

**GRADES K-3**

<b>Physical Education Curriculum Map - GRADES K-3</b>		<b>STANDARD 1 Demonstrates competency in a variety of motor skills and movement patterns.</b>			
<b>STRAND</b>	<b>GLO K</b>	<b>GLO 1</b>	<b>GLO 2</b>	<b>GLO 3</b>	<b>UNIT</b>
Personal and Community Resources NY.S6.1	Identifies locomotor, non-locomotor, and manipulative skills. (NY.S1.1.K)	Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills. (NY.S1.1.1)	Demonstrates in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills. (NY.S1.1.2)	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills in a variety of physical activities. (NY.S1.1.3)	All Units
Careers NY.S6.2	Identifies locomotor, non-locomotor, and manipulative skills in dance, movement and rhythmic activities. (NY.S1.2.K)	Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills in dance, movement and rhythmic activities. (NY.S1.2.1)	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills in dance, movement and rhythmic activities, (NY.S1.2.2)	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills in dance, movement and rhythmic activities. (NY.S1.2.3)	Dance
	Identifies locomotor, non-locomotor, and manipulative skills. (NY.S1.3.K)	Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills. (NY.S1.3.1)	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills. (NY.S1.3.2)	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills. (NY.S1.3.3)	All Units



	Identifies locomotor, non-locomotor, and manipulative skills. (NY.S1.4K)	Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills. (NY.S1.4.1)	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills. (NY.S1.4.2)	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills in a variety of physical activities. (NY.S1.4.3)	All Units
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Physical Education Curriculum Map - GRADES K-3		STANDARD 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.			
STRAND	GLO K	GLO 1	GLO 2	GLO 3	UNIT
Movement Concepts NY.S2.1	Identifies simple movement concepts. (NY.S2.1.K)	Identifies more complex movement concepts. (NY.S2.1.1)	Demonstrates a combination of movement concepts into simple travel. (NY. S2.1.2)	Demonstrates movement concepts in a variety of physical activities. (NY.S2.1.3)	All Units
Strategies & Tactics NY.S2.2	Please note: The outcomes for NY.S2.2 do not begin until Grade 3.			Identifies emerging forms of simple strategies, tactics, and communication techniques in chasing/fleeing activities. (NY.S2.2.3)	Jail Break, Capture the Flag

Physical Education Curriculum Map - GRADES K-3		STANDARD 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
STRAND	GLO K	GLO 1	GLO 2	GLO 3	UNIT
Fitness Planning <i>NY.S3.1</i>	Identifies how physical activity affects the heart and lungs. (NY.S3.1.K)	Explains the effects of physical activity on the heart and lungs. (NY.S3.1.1)	Explains effects of physical activity on the body. (NY.S3.1.2)	Identifies the components of health-related fitness. (NY.S3.1.3)	Health
Additional Health-Enhancing Behaviors NY.S3.2	Identifies health-enhancing behaviors. (NY.S3.2.K)	Explains health-enhancing behaviors. (NY.S3.2.1)	Explains how health-enhancing behaviors influence overall wellness. (NY.S3.2.2)	Explains how health-enhancing behaviors influence overall wellness. (NY.S3.2.3)	Health

Physical Education Curriculum Map - GRADES K-3		STANDARD 4: <i>Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.</i>			
STRAND	GLO K	GLO 1	GLO 2	GLO 3	UNIT
Self-Awareness and Management NY.S4.1	Identifies responsible personal behavior in physical activity settings. (NY.S4.1.K)	Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings. (NY.S4.1.1)	Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings. (NY.S4.1.2)	Demonstrates responsible personal behavior with minimal teaching prompts in physical activity settings. (NY.S4.1.3)	All Units
Social Awareness and Relationship Skills NY.S4.2	Recognizes and follows directions in physical activity settings. (e.g., taking turns, sharing) (NY.S4.2.K)	Recognizes and follows directions in physical activity settings. (e.g., taking turns, sharing) (NY.S4.2.1)	Identifies the importance of personal and social responsibility in physical activity settings. (NY.S4.2.2)	Demonstrates cooperative and inclusive behaviors with others in physical activity settings. (NY.S4.2.3)	All Units

Responsible Decision Making NY.S4.3	Follows directions in physical activity settings (e.g., safe behaviors, following rules). (NY.S4.3.K)	Follows directions in physical activity settings (e.g., safe behaviors, following rules). (NY.S4.3.1)	Identifies strategies to reinforce positive decisions in physical activity settings. (NY.S4.3.2)	Demonstrates strategies to reinforce positive decisions in physical activity settings. (NY.S4.3.3)	All Units
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Physical Education Curriculum Map - GRADES K-3		STANDARD 5: Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.			
STRAND	GLO K	GLO 1	GLO 2	GLO 3	UNIT
Overall Wellness NY.S5.1	Please note: The outcomes for NY.S5.1 do not begin until grade 3.			Identifies the relationship between physical activity and overall wellness. (NY.S5.1.3)	All Units, Health
Challenge NY.S5.2	Identifies challenging skills in physical activities. (NY.S5.2.K)	Recognizes and attempts challenging skills in physical activities. (NY.S5.2.1)	Identifies reasons physical activity skills are potentially challenging. (NY.S5.2.2)	Demonstrates growth in challenging physical activity skills in order to build confidence. (NY.S5.2.3)	All Units
Self-Expression/ Enjoyment NY.S5.3	Identifies physical activities that are enjoyable. (NY.S5.3.K)	Describes positive feelings and personal reasons for enjoying and participating in physical activities. (NY.S5.3.1)	Identifies physical activities that provide opportunities for self-expression. (NY.S5.3.2)	Identifies the reasons for enjoyment in self-selected physical activities. (NY.S5.3.3)	Life Fitness

Physical Education Curriculum Map - GRADES K-3		STANDARD 6: Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.			
STRAND	GLO K	GLO 1	GLO 2	GLO 3	UNIT
Personal and Community Resources NY.S6.1	Identifies physical activities available outside of school. (NY.S6.1.K)	Identifies personal resources that support participation in physical activity. (NY.S6.1.1)	Identifies community resources that are available for participation in physical activity. (NY.S6.1.2)	Describes how to utilize personal and community resources to participate in physical activity. (NY.S6.1.3)	Health
Careers NY.S6.2	<i>Please note: The outcomes for NY.S6.2 do not begin until Grade 6.</i>				

**GRADES 4-6**

<b>Physical Education Curriculum Map - GRADES 4-6</b>		<b>STANDARD 1 Demonstrates competency in a variety of motor skills and movement patterns.</b>		
<b>STRAND</b>	<b>GLO 4</b>	<b>GLO 5</b>	<b>GLO 6</b>	<b>UNIT</b>
Personal and Community Resources NY.S6.1	Identifies locomotor, non-locomotor, and manipulative skills. (NY.S1.1.K)	Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills. (NY.S1.1.1)	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills in a variety of physical activities. (NY.S1.1.3)	All Units
Careers NY.S6.2	Identifies locomotor, non-locomotor, and manipulative skills in dance, movement and rhythmic activities. (NY.S1.2.K)	Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills in dance, movement and rhythmic activities. (NY.S1.2.1)	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills in dance, movement and rhythmic activities. (NY.S1.2.3)	Dance
	Identifies locomotor, non-locomotor, and manipulative skills. (NY.S1.3.K)	Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills. (NY.S1.3.1)	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills. (NY.S1.3.3)	All Units
	Identifies locomotor, non-locomotor, and manipulative skills. (NY.S1.4.K)	Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills. (NY.S1.4.1)	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills in a variety of physical activities. (NY.S1.4.3)	All Units

<b>Physical Education Curriculum Map - GRADES 4-6</b>		<b>STANDARD 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</b>		
<b>STRAND</b>	<b>GLO 4</b>	<b>GLO 5</b>	<b>GLO 6</b>	<b>UNIT</b>
Movement Concepts NY.S2.1	Demonstrates a combination of movement concepts, locomotor and/or manipulative skills in a variety of physical activities. (NY.S2.1.4)	Demonstrates maturing movement concepts, locomotor and/or manipulative skills in a variety of physical activities. (NY.S2.1.5)	Applies movement concepts, locomotor and/or manipulative skills in a variety of physical activities. (NY.S2.1.6)	All Units
Strategies & Tactics NY.S2.2	Identifies emerging forms of simple strategies, tactics and communication in small-sided games and other physical activities. (NY.S2.2.4)	Demonstrates emerging forms of simple strategies, tactics and communication in small-sided games and other physical activities. (NY.S2.2.5)	Applies emerging forms of more complex strategies, tactics, and communication with support in small-sided game play and other physical activities. (NY.S2.2.6)	Volleyball, Speedball, Kickball, 2 square, Wall Ball, Tchoukball
	Demonstrates a combination of movement concepts, locomotor and/or manipulative skills in a variety of physical activities. (NY.S2.1.4)	Demonstrates maturing movement concepts, locomotor and/or manipulative skills in a variety of physical activities. (NY.S2.1.5)	Applies movement concepts, locomotor and/or manipulative skills in a variety of physical activities. (NY.S2.1.6)	All Units

<b>Physical Education Curriculum Map - GRADES 4-6</b>		<b>STANDARD 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>		
<b>STRAND</b>	<b>GLO 4</b>	<b>GLO 5</b>	<b>GLO 6</b>	<b>UNIT</b>
Fitness Planning NY.S3.1	Identifies the components of skill-related fitness. (NY.S3.1.4)	Explains the relationship between skill- and health- related fitness. (NY.S3.1.5)	Defines the FITT principle and how it connects to the components of health-related fitness. (NY.S3.1.6)	Health
Additional Health-Enhancing Behaviors NY.S3.2	Explains how health-enhancing behaviors influence overall wellness (NY.S3.2.4)	Evaluates personal habits related to health- enhancing behaviors. (NY.S3.2.5)	Identifies strategies to improve health- enhancing behaviors. (NY.S3.2.6)	Health

<b>Physical Education Curriculum Map - GRADES 4-6</b>		<b>STANDARD 4: <i>Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.</i></b>		
<b>STRAND</b>	<b>GLO 4</b>	<b>GLO 5</b>	<b>GLO 6</b>	<b>UNIT</b>
Self-Awareness and Management NY.S4.1	Identifies responsible personal behavior in physical activity settings. (NY.S4.1.K)	Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings. (NY.S4.1.1)	Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings. (NY.S4.1.2)	All Units
Social Awareness and Relationship Skills NY.S4.2	Recognizes and follows directions in physical activity settings. (e.g., taking turns, sharing) (NY.S4.2.K)	Recognizes and follows directions in physical activity settings. (e.g., taking turns, sharing) (NY.S4.2.1)	Identifies the importance of personal and social responsibility in physical activity settings. (NY.S4.2.2)	All Units

Responsible Decision Making NY.S4.3	Follows directions in physical activity settings (e.g., safe behaviors, following rules). (NY.S4.3.K)	Follows directions in physical activity settings (e.g., safe behaviors, following rules). (NY.S4.3.1)	Identifies strategies to reinforce positive decisions in physical activity settings. (NY.S4.3.2)	All Units
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<b>Physical Education Curriculum Map - GRADES 4-6</b>		<b>STANDARD 5: Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.</b>		
<b>STRAND</b>	<b>GLO 4</b>	<b>GLO 5</b>	<b>GLO 6</b>	<b>UNIT</b>
Overall Wellness NY.S5.1	Examines the overall wellness benefits of physical activity and identifies potential consequences of inactivity. (NY.S5.1.4)	Compares the overall wellness benefits of participation in a variety of physical activities. (NY.S5.1.5)	Describes how being physically active leads to a healthy body and mind. (NY.S5.1.6)	Health
Challenge NY.S5.2	Describes the challenge that comes from learning a new physical activity. (NY.S5.2.4)	Identifies ways to overcome challenges in physical activities. (NY.S5.2.5)	Demonstrates perseverance when challenged in physical activities. (NY.S5.2.6)	All Units
Self-Expression/ Enjoyment NY.S5.3	Ranks the personal level of enjoyment in participating in different physical activities. (NY.S5.3.4)	Compares and contrasts different physical activities based on level of enjoyment. (NY.S5.3.5)	Describes how movement competence contributes to enjoyment in a variety of physical activities. (NY.S5.3.6)	All Units



<b>Physical Education Curriculum Map - GRADES 4-6</b>		<b>STANDARD 6: Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.</b>		
<b>STRAND</b>	<b>GLO 4</b>	<b>GLO 5</b>	<b>GLO 6</b>	<b>UNIT</b>
Personal and Community Resources NY.S6.1	Describes how personal resources could be used to support participation in a variety of physical activities. (NY.S6.1.4)	Describes how community resources could be used to support participation in a variety of physical activities. (NY.S6.1.5)	Identifies personal and community resources to support participation in a variety of physical activities with family and friends. (NY.S6.1.6)	Health
Careers NY.S6.2	Please note: The outcomes for NY.S6.2 do not begin until Grade 6.		Describes career options related to physical activity and fitness. (NY.S6.2.6)	Health

**GRADES 7-8**

<b>Physical Education Curriculum Map - GRADES 7-8</b>		<b>STANDARD 1 Demonstrates competency in a variety of motor skills and movement patterns.</b>	
<b>STRAND</b>	<b>GLO GRADE 7</b>	<b>GLO GRADE 8</b>	<b>UNIT</b>
Sport Skills and Games NY.S1.1	Demonstrates mature forms of specialized skills in a variety of games and sports. (NY.S1.1.7)	Demonstrates mature forms of specialized skills in a variety of games and sports. (NY.S1.1.8)	All Units
Dance, Movement and Rhythmic Activities NY.S1.2	Demonstrates mature forms of specialized skills in dance, movement and rhythmic activities. (NY.S1.2.7)	Demonstrates mature forms of specialized skills in dance, movement and rhythmic activities. (NY.S1.2.8)	Life Fitness Dance
Fitness Activities NY.S1.3	Demonstrates mature forms of specialized skills in a variety of fitness activities. (NY.S1.3.7)	Demonstrates mature forms of specialized skills in a variety of fitness activities. (NY.S2.3.8)	All Units
Lifetime Activities NY.S1.4	Demonstrates mature forms of specialized skills in lifetime activities. (NY S1.4.7)	Demonstrates mature forms of specialized skills in lifetime activities. (NY.S1.4.8)	Lifetime Fitness BackYard Games

Physical Education Curriculum Map - GRADES 7-8		STANDARD 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	
STRAND	GLO GRADE 7	GLO GRADE 8	UNIT
Movement Concepts NY.S2.1	Applies movement concepts, locomotor and/or manipulative skills in a variety of physical activities. (NY.S2.1.7)	Applies movement concepts, locomotor and/or manipulative skills in a variety of physical activities. (NY.S2.1.8)	All Units
Strategies & Tactics NY.S2.2	Applies maturing forms of strategies, tactics, and communication independently in small-sided game play and other physical activities. (NY.S2.2.7)	Applies maturing forms of strategies, tactics, and communication independently in small-sided game play and other physical activities. (NY.S2.2.8)	Volleyball, Speedball, Kickball, 2 square, Wall Ball, Tchoukball

Physical Education Curriculum Map - GRADES 7-8		STANDARD 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
STRAND	GLO GRADE 7	GLO GRADE 8	UNIT
Fitness Planning NY.S3.1	Applies the FITT principle to one health-related component of fitness. (NY.S3.1.7)	Applies the FITT principle to more than one health-related component of fitness. (NY.S3.1.8)	Life Fitness
Additional Health-Enhancing Behaviors NY.S3.2	Applies strategies to improve health-enhancing behaviors. (NY.S3.2.7)	Evaluates the application of personal habits and strategies related to health-enhancing behaviors. (NY.S3.2.8)	Life Fitness

<b>Physical Education Curriculum Map - GRADES 7-8</b>		<b>STANDARD 4</b> <b>Exhibits responsible personal and social behavior that respects self and others.</b>	
<b>STRAND</b>	<b>GLO GRADE 7</b>	<b>GLO GRADE 8</b>	<b>UNIT</b>
Self-Awareness and Management NY.S4.1	Responds appropriately to corrective feedback in physical activity settings. (NY.S4.1.7)	Applies rules and etiquette while accepting responsibility for individual improvement in physical activity settings. (NY.S4.1.8)	All Units
Social Awareness and Relationship Skills NY.S4.2	Demonstrates civility by cooperating with classmates in physical activity settings. (NY.S4.2.7)	Demonstrates citizenship by respecting diversity and including others in physical activity settings. (NY.S4.2.8)	All Units
Responsible Decision Making NY.S4.3	Applies problem solving skills and conflict resolution tactics in physical activity settings. (NY.S4.3.7)	Evaluates problem solving skills and conflict resolution tactics in physical activity settings. (NY.S4.3.8)	All Units

<b>Physical Education Curriculum Map - GRADES 7-8</b>		<b>STANDARD 5</b> <b>Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.</b>	
<b>STRAND</b>	<b>GLO GRADE 7</b>	<b>GLO GRADE 8</b>	<b>UNIT</b>
Overall Wellness NY.S5.1	Identifies mental and emotional benefits of participation in a variety of physical activities. (NY.S5.1.7)	Explains the connections between fitness and overall wellness. (NY.S5.1.8)	Life Fitness

Challenge NY.S5.2	Creates strategies and solutions when presented with a group physical activity challenge. (NY.S5.2.7)	Evaluates strategies and solutions to a group physical activity challenge. (NY.S5.2.8)	All Units
Self-Expression/ Enjoyment NY.S5.3	Describes the relationship between self-expression and enjoyment through a variety of physical activities. (NY.S5.3.7)	Describes how enjoyment could be increased in self-selected physical activities. (NY S5.3.8)	Life Fitness

<b>Physical Education Curriculum Map - GRADES 7-8</b>		<b>STANDARD 6:</b> <i>Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.</i>	
<b>STRAND</b>	<b>GLO GRADE 7</b>	<b>GLO GRADE 8</b>	<b>UNIT</b>
Personal and Community Resources NY.S6.1	Identifies supports and barriers related to personal and community resources that can impact participation in physical activity. (NY.S6.1.7)	Designs a physical activity outing that includes personal and community resources, supports, and overcomes barriers. (NY.S6.1.8)	Health
Careers NY.S6.2	Compares and contrasts career options related to physical activity and fitness. (NY.S6.2.7)	Evaluates personal attributes as they relate to career options, physical activity and fitness. (NY.S6.2.8)	Health

**GRADES 9-12**

Physical Education Curriculum Map - HS1 - HS2		STANDARD 1 <i>Demonstrates competency in a variety of motor skills and movement patterns.</i>	
STRAND	GLO HS 1	GLO HS 2	UNIT
Sport Skills and Games NY.S1.1	Please note: The outcomes for NY.S1.1 conclude at Grade 8.		
Dance, Movement and Rhythmic Activities NY.S1.2	Demonstrates competency in one or more dance forms used in cultural and social occasions. (NY.S1.2.L1)	Demonstrates refined movement skills and creative expression by choreographing a dance or by giving a performance. (NY.S1.2.L2)	Dance
Fitness Activities NY.S1.3	Demonstrates competency in one or more fitness activities. (NY.S1.3.L1)	Demonstrates proficiency and/or refines activity-specific movement skills in one or more fitness activities. (NY.S1.3.L2)	All Units
Lifetime Activities NY.S1.4	Demonstrates competency in one or more lifetime activities. (NY.S1.4.L1)	Demonstrates proficiency and/or refines activity-specific movement skills in one or more lifetime activities. (NY.S1.4.L2)	Lifetime Fitness

Physical Education Curriculum Map - GRADES HS1 & HS2		STANDARD 2 <i>Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i>	
STRAND	GLO HS 1	GLO HS 2	UNIT
Movement Concepts	Demonstrates competency of	Demonstrate proficiency of movement	All Units

NY.S2.1	movement concepts in a variety of physical activities. (NY.S2.1.L1)	concepts in a variety of physical activities. (NY.S2.1.L2)	
Strategies & Tactics NY.S2.2	Demonstrates competency of strategies and tactics in a variety of physical activities. (NY.S2.2.L1)	Demonstrates proficiency of strategies and tactics in a variety of physical activities. (NY.S2.2.L2)	All Units

<b>Physical Education Curriculum Map - GRADES HS1 &amp; HS2</b>		<b>STANDARD 3</b> <i>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i>	
<b>STRAND</b>	<b>GLO HS 1</b>	<b>GLO HS 2</b>	<b>UNIT</b>
Fitness Planning NY.S3.1	Explains how each of the skill- and health related fitness components are improved through the application of basic training principles. (NY.S3.1.L1)	Designs and implements personal fitness plans, addressing goals that incorporate basic training principles that influence lifelong physical activity and fitness. (NY.S3.1.L2)	Health
Additional Health-Enhancing Behaviors NY.S3.2	Evaluates personal habits related to health- enhancing behaviors for self and others. (NY.S3.2.L1)	Designs and implements action plans which address health enhancing behaviors that influence lifelong physical activity and fitness. (NY.S3.2.L2)	Health

Physical Education Curriculum Map - GRADES HS1 & HS2		STANDARD 4 <i>Exhibits responsible personal and social behavior that respects self and others.</i>	
STRAND	GLO HS 1	GLO HS 2	UNIT
Self-Awareness and Management NY.S4.1	Applies positive character traits in physical activity settings. (NY.S4.1.L1)	Evaluates positive character traits in physical activity settings. (NY.S4.1.L2)	All Units
Social Awareness and Relationship Skills NY.S4.2	Applies the qualities of civility and citizenship in physical activity settings. (NY.S4.2.L1)	Evaluates the qualities of civility and citizenship in physical activity settings. (NY.S4.2.L2)	All Units
Responsible Decision Making NY.S4.3	Analyzes ethical decisions made in physical activity settings. (NY.S4.3.L1)	Advocates for ethical decision making in physical activity settings. (NY.S4.3.L2)	All Units

Physical Education Curriculum Map -GRADES HS1 & HS2		STANDARD 5 <i>Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.</i>	
STRAND	GLO HS 1	GLO HS 2	UNIT
Overall Wellness	Analyzes the overall wellness benefits of self-selected physical activities.	Evaluates the lifelong health benefits of self-selected physical activities throughout their physical literacy	All Units



NY.S5.1	(NY.S5.1.L1)	journey. (NY.S5.1.L2)	
Challenge NY.S5.2	Selects and participates in physical activities that provide an appropriate level of challenge. (NY.S5.2.L1)	Evaluates the level of challenge of a self- selected physical activity. (NY.S5.2.L2)	Lifetime Fitness
Self- Expression/ Enjoyment NY.S5.3	Selects and participates in physical activities that meet the need for self-expression and enjoyment. (NY.S5.3.L1)	Evaluates the level of enjoyment of self- selected physical activities for lifelong participation. (NY.S5.3.L2)	Lifetime Fitness

<b>Physical Education Curriculum Map - GRADES HS1 &amp; HS2</b>		<b>STANDARD 6:</b> <i>Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.</i>	
<b>STRAND</b>	<b>GLO HS 1</b>	<b>GLO HS 2</b>	<b>UNIT</b>
Personal and Community Resources NY.S6.1	Identifies supports and barriers related to personal and community resources that can impact participation in physical activity. (NY.S6.1.7)	Designs a physical activity outing that includes personal and community resources, supports, and overcomes barriers. (NY.S6.1.8)	Health
Careers NY.S6.2	Compares and contrasts career options related to physical activity and fitness. (NY.S6.2.7)	Evaluates personal attributes as they relate to career options physical activity and fitness. (NY.S6.2.8)	Health

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## PHYSICAL EDUCATION ELECTIVES

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LifeLong Fitness Education: “Wellness Education”

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## TITLE IX

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

All Frewsburg Central School District Programs meet the Federal Title IX guidelines. The Frewsburg Central School District Policy that addresses Title IX compliance is Policy # 7422, located on the school website at [www.frewsburgcsd.org](http://www.frewsburgcsd.org):

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## ADAPTED PHYSICAL EDUCATION (APE)

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

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## INTEGRATED IN REGULAR CLASSES

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- In grades K-6 at Robert H. Jackson Elementary special education classes are integrated into regular physical education classes.
- The self-contained grades K-3 classroom comes to Physical Education with the grade level that meets the grade level of most of the students in the room.
- The self-contained grades 4-6 class comes to physical education with their grade level

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## SPECIAL CLASSES (ADAPTED)

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In Frewsburg Central School District modified physical education classes are offered. If a student's IEP specifies an adapted physical education class then one will be provided or offered by a consortium service.

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## USE OF CLASSROOM AIDES

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Students in Frewsburg Central School District who have a classroom aide or a 1:1 aide will also have that aide in physical education class. Their role in the classroom continues in the gymnasium.

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## ATTENDANCE POLICY

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The Frewsburg Central School District Policy that addresses student attendance is Policy # 7110. This Policy regarding attendance is located on the school website at [www.frewsburgcsd.org](http://www.frewsburgcsd.org):

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### ROBERT H. JACKSON ELEMENTARY (GRADES K-6)

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#### MEDICAL NOTES

Students that cannot participate in class physically still participate cognitively by filling out an “On the Sidelines” sheet that follows along with class objectives. We also utilize a “Can Do List” and communicate with doctors in order to see what activities are appropriate for a student under their care to participate in.

#### PARENT NOTES

Parent notes are turned in to the school nurse. The school nurse advises physical education staff on limitations of the student. Parent notes are either followed up by a doctor’s note or the child is cleared to participate again. Two parent notes are accepted before a doctor’s note is required.

#### DRESSING FOR CLASS

Students are required to wear sneakers and comfortable clothing for physical education. This may or may not include changing for grades 4-6. Jewelry is not permitted in class.

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### FREWSBURG MS/HS

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The goal of Frewsburg Middle/High School Physical Education is to promote 85-90% participation. A student may not be absent for more than 3 classes per marking period and a total of 14 classes for the year (see Board Attendance policy 7110). All absences over this standard must be made up per absence make up procedure. Students who have accumulated more than 14 absences by the end of the year will be reported to the Guidance Department and the Director Physical Education where an action plan will be implemented for credit recovery. A student who misses class for ANY reason will be considered absent. Physical Education is a participation based class. All absences excused or unexcused, more than three (3) per quarter or fourteen (14) per year, must be made up to receive full credit.

#### PARENT NOTES

Parent notes are turned in to the school nurse. The school nurse advises Physical Education staff on limitations of the student. Parent notes are either followed up by a doctor’s note or the student is cleared to participate again. Two parent notes are accepted before a doctor’s note is required.

### MAKE UP PROCEDURE

**Absence:** Students will choose from one of the following options:

1. Students can access the PE Google Classroom web page to utilize the current event rubric and complete a written assignment.
  - a. Current Events will be graded on a five (5) point rubric.
  - b. Remote Physical Education Activity Logs
2. Students can physically make up the class by attending an alternate PE class or attend, after school fitness room, or Physical Education Activity Logs
3. Students who are participating in an after school sporting event, may use this activity one (1) time per quarter as a make-up.
4. Long Term absences will result in home instruction, which will include physical education and/or a 504 plan implementation designating student's pathway for physical education credit.

**Medical:** Students who are medically excused from Physical Education must still complete course requirements using this Medical Make up procedure. Students will choose from one of the following options:

1. A modification plan will be sought from the student's medical provider.
  - a. If a student has an upper body injury, a doctor's order allowing the student to participate in lower body exercises will be perused
  - b. If a student has a lower body injury, a doctor's order allowing the student to participate in upper body exercises will be perused
2. Students can access the PE Google Classroom web page to complete the Fitness Article.
  - a. Fitness Article will be graded on a five (5) point rubric.
  - b. Physical Education Activity Logs
3. Additional make up opportunities may be available on an as needed basis.
4. The district concussion management procedure provides academic support and modifications for students suffering from a concussion. The Physical Education department will have available screen readers as well as databases with auditory capabilities to assist students with written makeups of missed classes. See Policy #7522 and Concussion Procedure on school website, [www.frewsburgcsd.org](http://www.frewsburgcsd.org)

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### GRADING POLICY

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#### ROBERT H JACKSON ELEMENTARY (GRADES K-6)

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Grading is based on the three domains in physical education:

- **Cognitive** – Demonstrates Knowledge of Physical Education Concepts
- **Psychomotor** – Demonstrates Movement Skills
- **Affective** – Demonstrates Responsible Personal and Social Behavior

#### GRADES K-2

Rubrics will be used to assess. Each rubric has unit specific criteria that meet each of the three domains and is graded on a 1-4 scale shown below.

\*See Appendix A for example rubric.

## GRADES 3-6

\*\*These grades are graded on the same scale, but report cards reflect a percentage for grades 5 and 6 while grades 3 and 4 receive a number on the 1-4 scale

- Psychomotor assessments will be graded on the 1-4 scale.
- Affective assessments will be based on a rubric and observation.

4 - Exceeds Expectations: This student consistently shows "skill," "knowledge," or "personal and social responsibility" that is beyond normal expectations.

3 - Meets Expectations: This student meets all of our expected learning outcomes. They meet the expected benchmarks for their grade level.

2 - Sometimes Meets Expectations: This student's skill or knowledge is "work in progress." They are in the process of mastering a particular skill or knowledge. In terms of "personal and social responsibility," this student is on task at times, but not consistently.

1 - Doesn't Meet Expectations: This student does not show the skill, knowledge, or personal and social responsibility that is expected at their grade level.

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## FREWSBURG MS/HS

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The Physical Education grading is based upon a 5 point system as follows:

- 1 Point – Cognitive Assessment (Demonstrates Knowledge) of Physical Education Concepts
- 2 Points – Psychomotor Assessment (Demonstrates Movement Skills of Physical Education Concepts
- 1 Point – Affective Assessment (Demonstrates Responsible Personal Behavior) of Physical Education Concepts
- 1 Point – Participation

Every Physical Education class, points will be converted into a percentage using the Rubric Point System below, and the percentages will be averaged on a quarterly basis producing the final Physical Education grade

### Rubric Point System

5 pts. = 100%, 4 pts. = 80%, 3 pts. = 60%, 2 pt. = 40%, 1 pt. = 20%, 0 pts. = 0%

**Starting in 9<sup>th</sup> grade, a final avg. of 65% or better is required to receive ½ credit towards graduation requirements.**

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PERSONNEL

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DIRECTOR OF PHYSICAL EDUCATION

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Mr. Terry Gray, B.S., M.S., NYS Building Leader Certification

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INSTRUCTORS

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ROBERT H. JACKSON ELEMENTARY (GRADES K-6)

2 Full Time Physical Education Teachers

- Mrs. Jennifer Armella, B.S., M.A.
- Mr. Jeffrey Uebelhoer, B.S., M.S.

FREWSBURG MIDDLE/HIGH SCHOOL

1.6 Full Time Physical Education Teacher

- Mr. Terry Gray, B.S., M.S., NYS Building Leader Certification (0.4)
- Mr. Chris Yost, B.S., M.S. (1.0)
- Mr. Robert Collver, B.S., M.S. (0.6)
- Amanda Pinciaro, B.S., M.S. (1.0)

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FACILITIES

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PE PROGRAM USE

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**Robert H. Jackson Elementary (Grades K-6)**

135 Ivory Street  
Frewsburg, NY 14738

Facilities include: 1 gymnasium, 2 locker rooms, 2 storage rooms, and 1 office. Outside facilities include; an open field area, a playground, a fitness playground, outdoor tennis courts, outdoor basketball court, 2 softball fields, 1 baseball field, and cross-country trail (character trail).

**Frewsburg Middle/High School (Grades 7-12)**

26 Institute Street  
Frewsburg, NY 14738

Facilities include: 1 pool, 3 gymnasiums, weight room, and 5 locker rooms. Outside facilities include; athletic field w/ track, outdoor tennis courts, baseball field, basketball court, and open field area.

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**INTRAMURAL PROGRAM USE**

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New and Old Gym for Intramural Volleyball

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**INTERSCHOLASTIC PROGRAM USE**

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All Frewsburg interscholastic athletics have use of district facilities.

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**COMMUNITY USE OF FACILITIES**

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Pool – Barracuda Summer Swim Club, Adult/Youth open swim, adult morning lap swim, and community rental for parties.

Adaptive Gym – Youth Wrestling, cheerleading, and little league,

Open Field Areas - Soccer, Midget Football, Flag Youth Football, Frewsburg Little League, and Youth Softball

Gymnasiums – Little Hoopers, Alumni Basketball, Little League, Youth Softball, Youth Cheerleading, and American Red Cross

Track - Relay for Life and Special Olympics

Weight Room/Fitness Center – Community Members 6-8 pm, Special Olympics

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**FITNESS TESTING**

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- Grades K-2: students are introduced to fitness concepts and components of tests that will be used in future classes.
- Grades 3-6: Students participate in “Fitnessgram” physical fitness testing. Tests include push-ups, trunk-lifts, curl-ups, sit-and-reach, and the pacer. Students are encouraged to reach the “Healthy Fitness Zone” and set goals based on performance.

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**CLASS SIZING AND GROUPING/TITLE IX**

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In terms of grouping, Physical Education classes in the Frewsburg Central School District will be heterogeneous in nature. Additionally, a safe and positive learning environment will be the goal of all scheduling of Physical Education classes. Middle School Physical Education includes grades 6-8

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### USE OF NON-SCHOOL FACILITIES

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- Grades K-6 do not make use of any facilities outside of the district for physical education
- Grades 9-12 use the bowling alley in Frewsburg, and the Frewsburg Town Park

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### SUPPLEMENTARY PERSONNEL

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Robert H. Jackson Grades K-6: Classroom and 1-on-1 aides are utilized in physical education classes as they are in the classroom

Middle/High School Grades 7-12: Classroom and 1-on-1 aides are utilized in physical education classes as they are in the classroom

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### SUMMER SCHOOL PROGRAM

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Summer school is not offered at Frewsburg Central School for Physical Education.

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### SAFETY POLICIES AND PRACTICES

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#### ROBERT H. JACKSON ELEMENTARY (K-6)

Students are required to wear sneakers and comfortable clothing for physical education. Jewelry is not permitted in class. Rules are provided for students in order to maintain safety and have consequences and rewards.

#### Student Expectations

- Walk into the gym
- Listen and follow directions
- Use equipment safely and properly
- Respect others
- Act Safely and under control
- Do not enter the locker room without permission

#### Consequences

- Warning
- Sit-out until ready for another try
- Sit-out for the rest of class and fill out a “Think Sheet”
- Office referral

#### Rewards

- Leadership opportunities
- Help with equipment
- Demonstrate Skills



FREWSBURG MS/HS

General Student Expectations

- Students are expected to conduct themselves appropriately at all times.
- Students must be respectful to themselves, school staff, and classmates at all times. **Disrespect will not be tolerated.**
- Failure to adhere to these rules will result in loss of points and disciplinary action.
- Students are expected to participate in safe and healthy environment
- Students are expected to be on time

Participation Requirements

- Students must have the **proper footwear** to participate in Physical Education (no: sandals, shoes with no back, or footwear with heels).
- Students must have a **current physical** (every 2 years) and be **medically cleared** to participate in Physical Education.
- Leadership Opportunities – Warm Up Leaders, Group Activity Leaders, and Cool Down Leaders.
- Students will participate in Self-evaluation and Peer-evaluation assessments.

Dress Policy

- Appropriate attire is required for Physical Education (ex: gym shoes)
- Students are required to dress appropriately for conditions during outdoor physical education units. Previous notification will be given.
- Appropriate attire, as stated in the school handbook, applies at all times.

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ALTERNATIVE PE

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Special Education students are included in physical education classes with grade level peers.

Modified and Adapted Physical Education is offered in grades 7-12 per their IEP requirements.

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ATHLETICS

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INTRAMURALS

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4th-6th grade and 7th-9th grade Volleyball

Enrichment: K-4th grade swimming (Summer)

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INTERSCHOLASTIC ATHLETICS

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PHILOSOPHY

To present, promote, practice, and preserve an athletic program that is implemented as an extension of the educational experience. Athletic participation will incorporate an environment that encourages our student-athletes to develop not only sport specific skills, but also life skills in the areas of leadership and character development that provides them opportunity to achieve a high quality education, promoting college and career readiness, and initiating a student-athletes positive impact on their community.

### PROGRAMS

<b>Fall Season</b>					
<b>Sport</b>	<b>Varsity</b>	<b>JV</b>	<b>Freshman</b>	<b>Mod A</b>	<b>Mod B</b>
Cross Country (Boys & Girls)	X				
Football	X			X	
Girls Soccer	X			X	
Boys Soccer	X				
Girls Swimming	X				
Girls Tennis	X				
<b>Winter Season</b>					
Bowling (Boys & Girls)	X				
Boys Swimming	X				
Wrestling	X			X	
Basketball (Boys & Girls)	X	X		X	
Indoor Track (Boys & Girls)	X				
<b>Spring Season</b>					
Golf					
Boys Tennis					
Track and Field (Boys & Girls)	X				
Baseball	X	X		X	
Softball	X	X		X	

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### ADMINISTRATIVE POLICIES/PROCEDURES

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#### PHYSICALS

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The Frewsburg Central School District Policy that addresses regular and sport physicals of students is Policy # 7512. The following forms regarding physicals are located on our Family ID Platform, [www.familyid.com](http://www.familyid.com) and the School website at [www.frewsburgcsd.org](http://www.frewsburgcsd.org):

- Interscholastic Athletic History Form
- Physical Examination Form
- Health history updates