

Waterloo Central School District



Physical Education Plan

Waterloo CSD

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I. Waterloo Central School District

Please see the demographics for the Waterloo Central School District:

<https://data.nysed.gov/profile.php?instid=800000038087>

Waterloo Central School District is located approximately equidistant between the north Ends of Seneca and Cayuga Lakes, the two largest of the world famous Finger Lakes of New York State. This district is bisected by the section of the Barge Canal system which connects the two lakes. Although a few miles closer to the Syracuse urban area, there is a greater involvement with the Rochester area which is the center of most regional planning and administrative agencies. Agribusiness and tourism are major occupations, as there are few large industries located in the district. Other employment is provided by small businesses and companies in neighboring towns, Waterloo is a village in Seneca County, New York, United States. The population is 4968 at the 2020 census makes it the most populated village in Seneca County. Waterloo is the primary seat of Seneca County, with the other being Ovid as part of the two-shire system established in 1822. Most of the county administrative offices are located in the village. Therefore, many political sources only list Waterloo as the county seat. The Village of Waterloo is mostly in the Town of Waterloo, but the part south of the Cayuga-Seneca Canal of the village is in the Town of Fayette and a small area in the southeast of the village is in Seneca Fall, New York. Waterloo is east of Geneva and is located between the two main Finger Lakes, Seneca and Cayuga Lake, The school district covers eighty-five square miles and serves families from the town of Waterloo, and portions of Fayette, Tyre, Junius, Phelps, Seneca Falls and Geneva.

Our Mission:

We put kids first every day. We support each student on a personalized journey to realize their goals. Our caring community develops learners and leaders.

Our Vision:

All Students. All Staff. One Family.

Waterloo CSD Strategic Plan: [Waterloo CSD Strategic Plan July 2021.pdf](#)

II. Physical Education Plan

The mission of the Waterloo Central School District's Physical Education program is to promote lifelong healthful living and physical fitness by addressing the NYSED standards. Performance indicators and the recently updated curriculum will provide a logical, orderly sequence of activities, so that students acquire basic knowledge and skills before being given the task of performing advanced skills. Awareness of body changes, understanding rules, and strategies are stressed. Fitness in the activities is the main emphasis. New units are introduced while others are expanded upon exposing students to new skills and ideas. Students will participate in team sports, lifetime activities, physical fitness, small games, and wellness activities in an environment that promotes fair play, cooperation, mutual respect, and social emotional learning. Attitudes are continually worked on, encouraging students to participate in physical exercise and understand that is the foundation to leading to a healthy and productive life.

The vision of the Waterloo Central School District's Physical Education Program includes:

- A school culture that promotes overall health and wellness including physical fitness (a healthy body = a healthy mind)
- Health and Physical Education align so theory and skill are coordinated effort.
- Comply and align with all six of the New York State Education Department (NYSED) Physical Education Standards
- Schedule that allows students to participate in regular instruction and exercise.
- Increase opportunities for participation in Physical activity according to the 60-minute daily CDC recommendation.
- Staff, facilities, and equipment that support the Physical Education Curriculum.
- Manageable and safe class sizes of 18-25 students K-12 per teacher
 - *Grades 6-8 minimum of 15 students per class
 - *Grades 9-12 minimum of 18 students per class
- Physical Education counts in a student's GPA at the secondary level.
- Providing the amount and frequency of Physical Education required by the New York State Education Department Commissioner's Regulations 135.4 (Appendix)
- High School students are scheduled for physical education every other day and earn .5 credit per year.
- Physical Education and Health Curriculums encourage utilizing community resources.
- Educational opportunities focusing on students' interests. (intramurals, field trips, conferences, etc.)

A. Program Goals and Objectives: Waterloo Central School District's students will become competent in numerous activities that comply with the standards.

[NYSED Physical Education Webpage Link](#)
[Physical Education | New York State Education Department \(nysed.gov\)](#)

Physical Education is a required subject for all students in grades K-12. When students reach the commencement level of the learning standards for physical education, they will have the knowledge and skills to participate in a variety of healthy activities; understand and appreciate the benefits of maintaining a healthful lifestyle; understand how to evaluate and access resources in their community to pursue a healthy and active life; and will be aware of the many career opportunities available in this field.

NYSED Physical Education Standards:

Standard 1:

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

Standard 2:

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

Standard 3:

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

Standard 4:

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

Standard 5:

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

Standard 6:

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

B. Required Instruction

Skoi-Yase Primary School - Grades UPK-2:

- Students in grades K-2 attend three forty-minute PE classes weekly.
Total = 120 minutes per week.
- UPK students attend two forty-minute PE classes weekly.
Total = 80 minutes per week.

LaFayette Intermediate School – Grades 3-5

- Students in grades 3-5 attend three PE classes in a six-day rotation.
Total = 80 minutes one week and 120 minutes the next week.

Middle / High School – Grade 6-12:

- Students in grade 6-12 attend PE every other day. PE classes Monday through Thursday are 38 minutes. Friday classes are 34 minutes. MWF classes meet for a total of 110 minutes. TTH classes meet for a total of 76 minutes.
- All Physical Education is provided by certified Physical Education teachers in a separate setting (gymnasium, outside fields, tennis courts, WMS Large Group Instruction Room for a classroom setting for certain physical education units, Fitness Center, etc.)

C. Curriculum Design / Required Instruction

The Waterloo Central School District K-12 Physical Education curriculum has been revised and updated as of the Summer 2021. The revision process will continue annually. There shall be continuous evaluation of the instructional program and assessment of individual pupil needs and progress.

- Elementary: Grades Pre-K-2, 3-5 Curriculum Maps** – available upon request from Waterloo CSD Sharepoint.
- Middle: Grades 6-8 Curriculum Maps** – available upon request from Waterloo CSD Sharepoint.
- High Grades 9-12 Curriculum Maps** – available upon request from Waterloo CSD Sharepoint.
- Electives:** There are electives offered for college credit through Finger Lakes Community College for Waterloo High School students. These courses include Basic Weight Training, Introduction to Nutrition, and HPE. Electives do not replace Physical Education requirements. See the WHS Course Catalog: <https://www.waterloocsd.org/Page/112>
- Title IX:** The Waterloo Central School District's Physical Education classes are coeducational per Title IX regulations.

D. Adapted Physical Education

Physical Education (PE) is a mandated curriculum area for all students in New York State. It is an essential part of the basic education program and contributes to the development of the total individual. Every student is entitled to participate in a program of physical activity, specially designed if necessary. A well-planned, sequential program of physical education contributes significantly to the learning experience of all students, particularly students with disabilities.

Adapted Physical Education is specially designed physical education for students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the regular physical education program on a full-time basis. The maximum extent appropriate, students with disabilities should be educated with the nondisabled students in the regular physical education class. When a student with disabilities participated fully in the regular physical education program without any special modification, it is not necessary to go through the Committee on Special Education (CSE) or if the student already has an IEP, refer to PE in the IEP other than indicating the provision of instruction. When simple modifications to the regular PE program are necessary for the student to participate, (interpreter for a student with hearing impairment, mobility assistance for a student with visual impairment, or child specific aide for a student with a behavior disorder), those modifications must be described in the IEP.

When a student with disabilities needs adapted physical education (APE), the program must be addressed in all applicable areas of the IEP (e.g., present levels of educational performance, goals and objectives, and the level of services to be provided). The initial provision of adapted physical education services is determined by the CSE using the unput of the physical education staff and the results and recommendations of a motor evaluation. The continuation of services is determined at the annual review using the unput of the physical education teacher.

Physical Education program requirements for exceptional students must be comparable to those provided for all students without disabilities.

Philosophy and Rationale:

The philosophy of the Waterloo Central School District is to provide all students, including those with disabilities or unique needs, with a quality physical education program. The district must ensure that students with disabilities or unique needs have access to a program that includes the learning goals stated in the Grade Level Standards for Physical Education based on the New York State Department of Education Framework and Learning Goals. If special services may be required to assist students with disabilities or unique needs to master the Grade Level Standards or meet individualized physical education goals, these services should be provided under the guidance of an adapted physical education teacher. Instructional methods, settings, materials, and time should be modified to create as optimal a learning environment as is provided for students without disabilities or unique needs. Students with disabilities or unique needs will be provided with fitness assessment and the opportunity to benefit from a community-based, health-related physical education program.

Screening: The Test of Gross Motor Development, 2nd Edition, is used to screen students who have been identified by district staff as potentially needing adaptive physical education. In addition, the Bruininks-Oseretsky Test of Motor Proficiency, 2nd Edition, is used at the K-5 level. These tests are administered by Physical Therapists that are employed by the school district. If the student is classified as a student needing special education services, the APE request would go to the Committee on Special Education.

If the student is not classified as a special education student, the request will go to the building's Instructional Support Team.

- **Goal:** Through a comprehensive and collaborative system of adapted physical education, all students with disabilities or unique needs will be provided quality physical education instruction in accordance with New York State Education Department standards to develop motor skills and fitness at their appropriate level within the areas of psychomotor, cognitive and affective development.
- **Objectives:**
 - To value and address diversity in the psychomotor skills for students with disabilities or unique needs in physical education
 - To accept students with disabilities or unique needs as individuals with unique psychomotor needs
 - To develop maximum psychomotor potential for students with disabilities or unique needs.
 - To expand positive learning opportunities and results in physical education for students with disabilities or unique needs.
 - To provide ongoing skill development and support to students with disabilities and unique needs.
 - To explore and provide adaptations that will allow students with disabilities or unique needs to be full participants in physical education.

- **Provision of APE:**

Currently, any students who would require adaptive physical education are mainstreamed into PE classes to create the least restrictive environment. The instructor provides an alternative, temporary, program within the guidelines established by the physician. Students must comply with the limitations set by the physician's recommendations, and/or the educational Medical Recommendation Form (MRF) until released for full participation.

Students with disabilities who have IEP's and cannot participate fully in regular programs of physical education, either permanently or temporarily, will be provided with an alternative program of instruction, under the direction of a certified physical education instructor. If necessary, a student aid assists the PE staff.

- **Discontinuing APE:**

A student who is currently receiving adapted physical education may exit the program through the CSE process. The system alone may not individually decide to terminate the instructional service. Prior to discontinuing adapted physical education, the CSE should:

- carefully review current information about the student's performance and program toward achieving annual goals in the motor area;
- examine reevaluation reports (if applicable. Other assessment data and teacher recommendations);
- discuss possible modifications that would facilitate the integration process; discuss the student's ability to successfully participate in regular physical education on a daily basis.

E. Attendance Policy – 7110...adopted December 16, 2019

SUBJECT: DISTRICT COMPREHENSIVE STUDENT ATTENDANCE POLICY

Statement of Local Objectives

Success in the educational programs offered by the District is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the supervision of a highly qualified teacher is essential to this purpose. Unwarranted, unexcused absences have an adverse effect on the student as well as the entire educational program. Therefore, the School Superintendent, the Board of Education, the administrators, and faculty expect all parents/persons in parental relation to make every effort for their child(ren) to be in attendance at school by New York State Education Law.

Strategies to meet the Objective

In order to ensure that all students are attending school consistently, the District will maintain an adequate record of verifying the attendance of all children during instruction. The record of attendance will account to the parents/persons in parental relation of all children enrolled in the District the whereabouts of such children throughout the day. In addition, pupil attendance recordkeeping will track actual student attendance at all scheduled periods of instruction or other supervised study activities to permit such pupils to succeed at meeting the New York State Learning Standards. Attendance strategies, including incentives and sanctions, are outlined in Section 6 of the Attendance Policy.

Pupil Absences

As previously stated, student attendance is essential for the absorption and retention of instructed material. This is so essential that the Compulsory Education Law requires the regular attendance of all children from 6 years old until the last day of session in the school year in which the student becomes 16 years of age. Education Law also allows our District to extend this age to 17 if this student is not employed.

New York State has divided all student absences into two categories: "Excused" and "Unexcused." Examples of excused absences for not attending school are:

- a. Personal illness or health-related doctor appointments;
- b. Death in the family;
- c. School sponsored field trip;
- d. Quarantine;
- e. Religious observance (Part 109.2 of the Commissioner's Regulations);
- f. Visits to colleges with prior approval from guidance counselor and the building administrator
- g. Job shadowing with prior approval from the Building Principal and verification from job site; and
- h. Required court appointments, and other excuses accepted by the Commissioner of Education.

Unexcused absences occur when the parent is aware of the student's whereabouts and the absence is not one of those approved by the State.

Examples of unexcused absences are:

- a. Vacations;
- b. Trips;
- c. Job interviews;
- d. Hunting;
- e. Personal errands;
- f. Missed the bus;
- g. Overslept;
- h. Needed at home;
- i. Baby-sitting;

In addition, being truant is an unexcused absence. It is defined as an absence from class or school without the knowledge of the student's parents/persons in parental relation. Parental permission does not override unexcused absences.

Early Departures

High School Principal has limited discretion to approve the early departure of seniors in good standing for employment. Specific criteria to be established in Administrative Regulations.

Conditions of Tardiness

In grades Pre-K through 8, the student's presence is required in the classroom at the start time for each specific building. Students arriving after that time will be considered tardy.

Additionally, at the middle school and senior high school, the student's presence is required in the classroom at the start time for each instructional period. Students arriving after that time will be considered tardy.

In grades Pre-Kindergarten through fifth (5) attendance will be taken at start time for the building, and in grades 6-8 attendance is taken at the start time for the building and each class. In grades 9 through 12 attendance will be taken at the beginning of each instructional period.

The classroom or homeroom teacher is responsible for taking attendance and reporting any absences, conditions of tardiness, or early departure to the Main Office. The individual school starting/ending times can be found in the District calendar.

All student absences, conditions of tardiness, and early departures must be accounted for. Therefore, it is the parent's/person's in parental relation responsibility to notify the school nurse within at least 24 hours of the absence, tardiness, and/or early departure. In addition, it is the responsibility of the parent/person in parental relation to provide a written excuse upon the student's return to school.

School Policy Regarding Attendance and Course Credit

The Board of Education recognizes an important relationship between class attendance and student performance. Therefore, in order for a pupil to receive course credit, a minimum standard of attendance has been established. However, where a student earns a passing grade, credit will not be denied for the course. Consequently, for each marking period, a student's grade may be based on classroom participation and effort by up to 10% as determined by building administration and/or the classroom teacher.

Any student who is not maintaining a passing grade and is absent from class more than 10% of the time for unexcused absences may result in loss of credit for the course.

** In order to receive credit for a class that meets every day of the week a student must attend at least ninety percent (90%) of the scheduled class time. The ten percent (10%) figure equates to 18 or more unexcused absences. This loss of credit to the student may occur because, for example, he/she did not learn the material taught in the missed classes when he/she was absent, did not complete missed homework assignments, failed quizzes or tests, or did not complete required projects. Students of compulsory age who are suspended will be counted as absent for the purposes of this policy if they fail to attend alternative education provided by the District.*

**In order to receive credit for a class that meets every other day of the week a student must attend at least ninety percent (90%) of the scheduled class time. Any student who is not maintaining a passing grade and is absent from a class more than ten percent (10%) of the time for unexcused absences may result in loss of credit for the course. The ten percent (10%) figure equates to 9 or more unexcused absences. This loss of credit to the student may occur because, for example, he/she did not learn the material taught in the missed classes when he/she was absent, did not complete missed homework assignments, failed quizzes or tests, or did not complete required projects. Students of compulsory age who are suspended will be counted as absent for the purposes of this policy if they fail to attend alternative education provided by the District.*

Those students who have excessive absences from school or class will be given the opportunity to make up a test or other missed work and/or to turn in a late assignment for inclusion in the final grade. Make up opportunities must be completed by a date specified by the child's teacher for the class in question.

If the student wishes to remain in the class, he/she will be allowed the opportunity to make up the classes and work missed at the discretion of the Principal/designee. To ensure due process, the implementation of this general attendance policy will be in accordance with rules and regulations as developed by the administration. Further, the District shall publicize and disseminate this policy in order to ensure faculty, student, and parental awareness.

Attendance at school-sponsored events where the instruction is substantially equivalent to that of the class which was missed shall be counted as the equivalent of regular attendance in class.

Transfers and students re-enrolling after having dropped out will be expected to attend ninety (90%) of the scheduled class meetings during their time of enrollment. The procedure followed will be prorated according to the possible number of class meetings.

Incentives and sanctions to be Used

Each school in the District has developed various incentives for consistent student attendance as well as sanctions to be implemented for absences.

Incentives that encourage attendance may include: a) End of the year recognition at the awards assembly; b) Participation in extracurricular activities; c) Receiving donated gifts; d) Lunch with the teacher/Principal; e) Recognition by the Superintendent; f) A letter to parents; g) Issuance of a student's work permit as defined under Section 3215-a of Education Law; and h) Issuance of a certificate of satisfactory academic standing for sixteen (16) or seventeen (17) year olds to work past 10:00 p.m.

Sanctions that may be implemented to discourage unexcused absences, conditions of tardiness, and early departure may include:

a) A warning from the classroom teacher; Lunch Detention; After School Detention; Referral to the school Building Principal; Administrative intervention with parent involvement; Denying participation in extracurricular activities or sports; g) Failure to receive course credit; h) Restriction of driving privileges; i) Revocation of a student's work permit as defined under Section 3215-a of Education Law; j) Withdrawal of a certificate of satisfactory academic standing for sixteen (16) or seventeen (17) year olds to work past 10:00 p.m.; k) Filing of a Persons In Need of Supervision (PINS) petition or services (Family Court Act Section 712A, Section 732); and l) Referral to Child Protective Services for educational neglect (Social Services Law Section 413).

Notifications to Parents/Persons in Parental Relations

The District will notify a pupil's parent/person in parental relation of absenteeism, conditions of tardiness, or early departures without proper excuse. If corrective action does not improve attendance, the situation will be referred to the building administrator. The building administrator may request a conference with the parent/person in parental relation and/or communicate in writing the District's concerns for the pupil's lack of attendance.

Development Process for Intervention Strategies

In each building in the District there will be a team of teacher and staff that meets regularly to discuss teacher and staff concerns about their pupils.

A student who has been identified as having a pattern of unexcused absences, conditions of tardiness, or early departures will be discussed with this team. The members of the team will develop a plan of action for the purpose of improving the pupil's attendance.

Intervention strategies to improve school attendance may include: a) Following the absence pattern closely; b) Assessing parental involvement; c) Ruling out school problems; d) Working with the Principal for administrative action; e) Involving the student's pediatrician with the consent of the parent/person in parental relation to the child; f) Involving the school physician; g) Contacting the child's psychiatrist for mental health issues; h) Educating parents; i) Coaching parents of young children how to separate from them; j) Providing social support groups for the anxious child; k) Collaboratively working with the District Mental Health staff; and l) Referring parents to other local service agencies.

Identification of the Person to Review Attendance Records and Initiate Action

Administration in each building will be responsible for reviewing pupil attendance records and initiating appropriate action to address any unexcused absenteeism, conditions of tardiness, or early departures.

PE Attendance Procedures:

- All students are required to participate in physical education.
- Participation will be defined and aligned with the physical education rubrics with students for grades UPK-2, 3-5, 6-8, 7-12 within the first week of the school year.
- Minimally, students must have clothing and footwear that allows for safe participation in physical activity.
- All PE classes must be made up before the end of the marking period at the secondary level.
- Parent/Guardians will provide the school nurse with a medical excuse if child has an injury or illness that requires further consecutive restriction from participation in physical education.
- The goal is to have all students actively participate even with limitation. Therefore, parents/students are encouraged to work collaboratively with the district and their medical professional to specify what alternative activities students are permitted to safely participate in to earn credit.
- Any student that is completely medically removed from participating in PE will be required to complete an alternate assignment under the supervision of their respective PE teacher for grades 6-12. All work will be graded in alignment with the PE rubric.
- As a staff, we will make every attempt to make Physical Education a non- threatening atmosphere in which students can find some level of success.
- The physical education teacher will document when students are not prepared for physical activity. Parents/guardians may be contacted if student continues to be unprepared. The purpose of this contact is to facilitate open communication between staff, students and families as well as provide connections to additional resources, if needed.
- Athletes will not be allowed to practice or play in any practice/competition if they do not participate in PE that day and are not legally excused.
- The Physical Education teacher will notify the Director of Health, PE & Athletics who will then notify the respective coach so all are aware that the student-athlete cannot participate that day.

F. Grading Policy

Kindergarten – Grade 5 Physical Education Assessment

*All modifications indicated on 504 plans and IEPs are implemented in Physical Education classes.

Report Card Assessment

1. Preparation: Always dressed appropriately with sneakers and comfortable clothing.
2. Listening & Following Directions: Always listens attentively and follows directions.
3. Sportsmanship: Always demonstrates good sportsmanship and respect for others.
4. Safety Awareness: Always demonstrates proper use of equipment and respect for others.
5. Mechanics: Always demonstrates proper mechanics while performing skill.

Report Card Scoring Rubric

4. Consistently Exceeds Grade Level Expectations
3. Meets Grade Level Expectations
2. Progressing Toward Grade Level Expectations
1. Does not Meet Grade Level Expectations

At the conclusion of class students will perform a daily self-assessment. While exiting the gym students will high five, tap, point, or touch the laminated sign of their choice expressing their feelings on performance that day.

Skoi-Yase Primary's PE Student Self-Assessment

PAWS and THINK



LaFayette Intermediate's PE Student Self-Assessment



Daily Assessment

1. Preparation
2. Listening & Following Directions
3. Sportsmanship
4. Safety Awareness
5. Mechanics

Additional Assessment

Peer Assessment, Checklists, Scoring Rubrics, FitnessGRAM ([FitnessGram by The Cooper Institute](#))

NEW YORK STATE SOCIAL EMOTIONAL LEARNING BENCHMARKS (UPK-2)

1. Develop self-awareness and self-management skills essential to success in school and in life.
2. Use social awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

SECOND STEP (Physical Education UPK-2)

Academic Content Standard

5. Understand the social and personal responsibility associated with participation in physical activity.

KEY CONCEPT

4. Problem Solving

Friendship Skills

CORE LEARNING STRATEGIES

3. Skill Practice

Working with others

Take Others' Perspective

Practice Behavioral Skills

4. Reinforcing Skills

Daily Practice

Using Skills Every Day

Academic Integration Activities

Second Step - Eyes Watching Voice Quiet Ears Listening Body Still

PRIDE Traits - Be Respectful Be Responsible Be Engaged Be Safe

Physical Education (UPK-2) – PBIS Goals

(Positive Behavioral Interventions and Supports)

- Increase Safety
- Decrease problematic behavior
- Review Pride Traits
- Remind students of peace corner

Physical Education (UPK – 2) – Personalized Learning Goals

- Promote student choice
- Provide varying difficulty and challenges
- Promote student decision making

Grades 6 – 12 Physical Education

*All modifications indicated on 504 plans and IEPs are implemented in Physical Education classes.

PRIDE Traits - Be Respectful Be Responsible Be Engaged Be Safe

Physical Education - PBIS Goals

(Positive Behavioral Interventions and Supports)

- Increase safety
- Decrease problematic behavior
- Review Pride Traits

Physical Education – Personalized Learning Goals

- Promote student choice
- Provide varying difficulty and challenges
- Assist students to create fitness/personal goals

6-12 Daily assessment

1. Prepared for Class
2. Active Participation & Content Knowledge
3. Personal and Social Responsibility & Safety Awareness

*See daily participation rubric below.

Waterloo Secondary Physical Education

Daily Participation Rubric

Category	1 Point	1 Point	Total Points Earned
Prepared For Class Pride Traits: Be Responsible	Student is wearing appropriate footwear for physical activity. (Closed shoes with sneaker bottoms)	Student is wearing active clothing attire. Conservative tops and bottoms that are appropriate for physical activity.	/2
Active Participation & Content Knowledge Pride Traits: Be Engaged	Student actively listens during all instructional time. Participates by giving best effort in all aspects of physical activity during class time.	Students display knowledge on unit content and community resources.	/2
Personal and Social Responsibility & Safety Pride Traits: Be Respectful Be Safe	Student displays positive sportsmanship throughout the lesson. This includes showing positive attitude and accepting outcomes with respect and grace.	Student treats everyone with respect, demonstrates self-control, and keeps safety a top priority during class. (This includes locker room or any other location)	/2

Total Score:

/6

Waterloo Middle School/Waterloo High School Physical Education Dress Code Expectation

The Waterloo Central School District's physical education program promotes lifelong, healthful living and physical fitness by addressing NYSED standards. Students will participate in team sports, lifetime activities, physical fitness, small games, and wellness activities in an environment that promotes fair play, cooperation, mutual respect, and social emotional learning. PE (Physical Education) educators promote behaviors and attitudes that encourage students to participate in physical exercise and understand that is the foundation to leading a healthy and productive life.

The goal is for students to be safe and comfortable so they can maximize their participation in all activities. Clothing and footwear should allow students to move freely and follow the Waterloo CSD Code Policy. Therefore, we recommend students change their clothing before and after PE class. The district supports good hygiene practices and encourages students to take advantage of our locker room facilities. The district will provide students with a lock and an assigned locker to secure belongings like sneakers, deodorant, shampoo, towels etc. Locker rooms are equipped with showers and students are given time to change before and after class. In addition, Bailey's Boutique (Waterloo High School) offers clothing, sneakers, and other accessories to all students.

Technology

Students will be notified when and if their computer/device, headphones, or cell phones are needed for a lesson. Otherwise, those electronics should be stored out of sight and locked up.

Dress

No jackets
No jeans
No offensive language or pictures on clothing
Clothing needs to cover the body, so areas are not exposed.

Footwear *Sneakers must have a closed toe, cover heal, and support foot and ankle and remain secured to foot during activity.

No slides
No boots
No sandals
No flip flops
No slippers
No Hey Dudes
No Crocs
No Yeezy Foam Runners or Crocs
No Uggs

6 – 12 Physical Education

The 6-12 PE program will begin utilizing the PLT4M program in 2024. This is an e-learning program that empowers educators with the tools and resources needed to impact the Health and Wellness. PLT4M = the pursuit of lifelong physical, mental, and emotional well-being.

PLT4M

Content -allows access to hundreds of hours of video content, and 30+ unique programs, help students find their passion for activity and exercise and build habits that will last a lifetime.

Curriculum – PLT4M has a diverse team of certified instructors provide curriculum and content you can trust across a wide range of modalities like Nutrition, Fitness, Pilates, Weights, Yoga, Boxing and more!

Technology – PLT4M helps teachers harness the power of technology in ways that enhance student learning outcomes. Compatible with all devices, students finally have consistent and reliable access to their data and progress.

Includes:

- Unlimited Staff Accounts
- Access to over 25 Programs
- More than 700 Workouts
- 2,000+ Demo Videos
- Workout Builder
- Dedicated Success Rep - email, phone, Zoom
- 90 Day On-Boarding
- 10 Hrs/Year of Professional Development
- Individual Student Accounts
- Access on ANY device
- iOS/Android App
- Personalized Workouts
- Assessment & Data Tracking
- Unlimited Reports
- Activity Dashboard
- Leaderboards

Implementation

Teachers will use program to create lessons that are;

Effective and age-appropriate

Integrate Technology

Student centered learning environment

Track student participation

Measure student outcomes

Personalize learning

Create diverse lessons to increase engagement

Allow students to track, monitor their progress, and look at their own data.

6 – 8 Physical Education

Additional Assessments

Peer Assessment

Checklist

Scoring rubrics

Fitness GRAM ([FitnessGram by The Cooper Institute](#))

Achieve 3000

9 - 12 Physical Education

Additional Assessments

- Fitness GRAM ([FitnessGram by The Cooper Institute](#))
- Grade 9-12 Practice Fall Test (Pre) and Spring Test (Post)
- Student Designed games
- Wellness Activities
- Unit Content Knowledge Checklists (Schoology assignments)

G. Waterloo CSD Personnel

The Waterloo Central School District Director of Health, Physical Education and Athletics, Christal Kent, is a certified School District Leader and School Building Leader.

The Waterloo Central School District Department Chairperson, Babette McCulloch, is Health, Physical Education, and Elementary Education certified along with holding a School District Administrator certification.

Skoj-Yase Primary School

2.0 Teachers - 2.0 teachers certified in Health & Physical Education

LaFayette Intermediate School

2.0 Teachers - 1.0 teacher certified in Physical Education

1.0 teacher certified in Health & Physical Education

Middle School

3.0 Teachers – 2.0 certified in Physical Education

1.0 certified in Health Education

High School

4.0 Teachers - 2.0 teacher certified in Physical Education

2.0 teacher certified in Health & Physical Education

H. Facilities

Waterloo Middle School and High School Campus

- 1 State of the art gymnasium with 3 full- size basketball courts, seating for 1600 (HS)
- 1 Gymnasium / Capacity 907 (MS)
- 1 Fitness Station (MS)
- Fitness Center (HS)
- Tom Coughlin Stadium (1turf football/soccer or lacrosse field, an all-weather track/field event area plus seating for 2600 with stadium lighting).
- Meadway Tennis Courts (5 fenced in courts with stadium lighting)
- 3 Baseball fields (2 with stadium lighting)
- 4 Softball fields with stadium lighting
- 3 Practice grass fields (football, soccer, or lacrosse)

LaFayette Intermediate School

- 1 Gymnasium
- 1 Box lacrosse arena
- 1 Outdoor basketball court
- 1 Soccer field
- Grass practice fields (Soccer, lacrosse, or football)
- Playground
- Additional field space

Skoi-Yase Primary School

- 1 Gymnasium
- Playground
- 1 Outdoor basketball court
- 1 Small field space

a. Physical Education Program Use - Physical Education classes have access to the school facilities on the grounds of each building.

b. Intramural Use - Waterloo High School and Waterloo Middle School have weekly opportunities for intramurals through the Fitness Center open hours (5:30-7:30am, 3pm-7pm). Intramurals outside of the Fitness Center are determined by student interest, options also include track/turf, tennis courts, open fields and gymnasium are used for intramurals. There are no intramurals at LaFayette Intermediate School or Skoi-Yase Primary Schools.

c. Interscholastic Use - Interscholastic athletics, grades 7-12, have access to all district facilities for athletic programming.

d. Community Use of Facilities - Tom Coughlin Stadium...the community may use this facility including the track outside school hours and if it is not being used by interscholastic teams or off- season conditioning connected to interscholastic athletics.

Fitness Center is available for community members to purchase membership and use Monday through Friday mornings or Monday through Thursday evenings for \$75 per year and we do offer a prorated scale. You must be a Waterloo resident to join unless you are a full-time faculty/staff/coach. A registration packet must be completed and approved prior to use (see Appendix). All completed registration packets are turned into the Waterloo Athletics Office located at 96 Stark Street, Waterloo, NY 13165 along with payment.

Meadway Tennis Courts...when there is not inclement weather, the Waterloo community has access to use the five courts.

I. Administrative Procedure /Policies

Waterloo CSD – District Policies/Plans:
<https://www.waterloocsd.org/domain/241>

a. Physical – NYSED School Health Exam [SchoolHealthExamsCOVID-19 \(nysed.gov\)](https://www.nysed.gov/school-health-exams)

b. Fitness Testing - FitnessGRAM will be administered twice per year and will not be used in grading. The FitnessGRAM assessment and report are intended to provide teachers (and parents) with accurate information about children’s physical fitness.

A Position Statement developed by the FitnessGRAM (<https://fitnessgram.net>) says that schools should not use FitnessGRAM either to grade students or to evaluate teachers. The inherent goal of the FitnessGRAM program is to promote regular, enjoyable, physical activity for students so that they can reach and maintain a level of physical fitness that will contribute to good health and well-being. FitnessGRAM helps teachers to determine student needs and guide students in planning personalized physical activity programs.

FitnessGRAM also helps parents/guardians understand their child's needs so they can help the child develop and stick to a plan of regular physical activity--one that's focused on enjoyable activities the child can do throughout his or her life.

c. Class size and grouping

Elementary, Grades UPK-5: All students participate in Physical Education as a co-ed classroom with a strong effort to have no more than 25 students per class. Sometimes physical education teachers combine classes to co-teach, no more than two classes at a time.

Middle School, Grades 6-8: Classes are grouped by grade 6th and a combined 7th & 8th grades with a strong effort to not have more than 25 students per class/ per teacher. All classes are co-ed classes from 6th – 8th grade.

High School, Grades 9-12: Class sections are group with grades 9 & 10, and grades 11 & 12. All classes are co-ed from 9th-12th with a strong effort to have class sizes between 18-25 students per class. Physical Education Teachers do their best effort to offer two options as student choice.

These ratios reflect current practices and may change in the future based on district need.

d. Use of non-school facilities– PE and athletic use:

Silver Creek Golf Course, Little League fields, and Sunset Bowl.

e. Supplementary Personnel

Aides work with students that need one-on-one support as required by the student's Individualized Education Plan (IEP). If the IEP requires one-on-one instructional support, the aide must remain with the student during all instruction including physical education. All supplementary personnel support instruction of the certified physical education teachers. They do not provide instruction.

f. Summer School Program

Waterloo Central School District offers secondary physical education during the Wayne- Finger Lakes Regional Consortium Summer School. This is an opportunity for credit recovery of PE credits to fulfill graduation requirements. At the elementary levels, there is summer programming offered which includes physical education.

g. Safety Practices/Policies

All Waterloo Central School students are required to apply safety practices associated with physical activity and physical education including but not limited to:

- Wearing proper shoes and clothing to promote safe play and prevent injury
- Removing all jewelry that may cause injury during physical activity
- Using equipment and space safely and properly in school
- Treating others with care and respect

All equipment, facilities and fields are maintained and inspected by Waterloo Central School District Employees on a regular basis to ensure safety.

The Physical Education department follows NYSPHSAA's guidance regarding the heat index procedures, thunder-lightening and windchill policies.

[Heat Index](#)

[Wind Chill](#)

[Lightning Procedure](#)

h. Alternative physical education...at the secondary level, pending approval from all involved (building, district, and department chairperson), a student may take AccelerateU for special circumstances.

WATERLOO PHYSICAL EDUCATION

COACH KRAFT & COACH ELLISON

GENERAL INFORMATION:

- It is a requirement to take physical education each year in Middle School.
- Never leave the class or gymnasium area without permission.
- **Cell phones** must be kept away – bags or lockers – if a lesson requires it, you will be notified.
- **Computers/Devices may be needed for some units and lessons.**
- **SCHOOLGY will be used for sharing Resources, Videos & Links.**

YOU NEED TO BE PREPARED, EVERY CLASS:

- Sneakers, if slip on Sneakers they should stay on your feet securely without falling off (NO Crocs, flip-flops, sandals/slides, slippers, platforms, work boots or Uggs)
- Clothes that you are comfortable in and that you can be **ACTIVE** in, make sure to follow school dress code (EX: Sports shorts/Sweatpants, T-shirts/Sweatshirts). Jeans & pajamas **do not** count as active wear.
- Computer/Device/Headphones, when needed for certain lessons/units OR medical students.

***** Athletes that do not participate in class cannot practice or play in a game that day. All coaches will be notified. Remember SNEAKERS and to be prepared. Game Jersey and Practice Attire are not to be worn during PE class. Athletes should be leaders in PE ******

PE GUIDELINES/PROCEDURES:

- Enter through the gym doors on the boy's locker room side. Wait patiently if the doors are locked, please do not pound on the door if it is closed, we will be there shortly.
- If you arrive late for class wait by the gym doors and your teacher will let you in from there.
- Make sure that we are using PE equipment and space appropriately and acting responsibly.
- REMINDER: you should not be touching other people's belongings that are in the locker room.
- Students have 3 minutes in the beginning and at the end of class to be ready for class. Students should go in and get prepared as quickly as possible and use the restroom if needed.
- **Make sure to keep your locker # and combo safe. Utilize it! Make sure to lock it up when you are done, as we are NOT responsible for lost items.**
- Use appropriate language when communicating with classmates and teachers.
- **STUDENTS WILL STAY IN THE LOCKER ROOM AREAS UNTIL THE BELL RINGS!**

• **GRADING**

80% Active Involvement-In Person Class Setting

Waterloo Middle School Physical Education
Daily Participation Rubric

Category	1 Point	1 Point	Total Points Earned
Prepared For Class Pride Traits: Be Responsible	The student is wearing appropriate footwear for physical activity. (Closed Shoes with sneaker bottoms)	Students wear active attire. Conservative tops and bottoms that are appropriate for physical activity.	/2
Active Participation & Content Knowledge Pride Traits: Be Engaged	Actively listens during all instructional time. Participates by giving best effort in all aspects of physical activity during class time.	Students display knowledge on unit content and community resources.	/2
Personal and Social Responsibility & Safety Pride Traits: Be Respectful Be Safe	Students display positive sportsmanship throughout the lesson. This includes showing a positive attitude and accepting outcomes with respect and grace.	Student treats everyone with respect, demonstrates self-control, and keeps safety a top priority during class. (This includes locker room or any other location)	/2

Total Score: /6

20%- Assessments. Some units or assignments will be assessments. It could look like a unit quiz or could be an assignment given as an assessment grade (projects, discussions, etc.).

Students that come to class **unprepared by wearing inappropriate footwear** will receive NO credit for that class, as it is a safety concern not to have proper footwear attire.

1st & 2nd time without shoes: Students will sit out of class and receive a zero for the day. The student may need to attend CPR for a separate location for the class. The student can make up class credit during a FLEX time.

3rd time without shoes: Contact home and student will be sent to CPR for a separate location. The student can make up class credit during a FLEX time.

Students that come to class **with proper footwear but are in jeans will still participate in PE class for the day.**

1st – 3rd times in jeans/non active attire:

Students will still participate actively in PE but are given a verbal warning.

Conversation is expected from teacher to student reminding of expectations in PE.

4th time in jeans/non active attire:

Students will be sent to CPR or a separate location.

The teacher will contact home.

MEDICAL EXCUSES

- ❖ Students out of class because of a medical excuse need to provide their Nurse with a **copy** of the doctor's note prescribed. The Nurse will contact the student's teacher about their status.

****Report all in class injuries to the teacher and discuss injury/situation to assess further. This is important to protect you!**

- ❖ All students will report to class and participate in all activities they are medically cleared to participate in. If we can adapt the lesson for you, we will! Students completely removed from PE class due to medical reasons will complete Achieve 3000 Assignments assigned by their PE teacher.

CLASS ABSENCES

- ❖ Students can be absent from PE class twice in a ten-week period. If a student is absent more than two times in a ten-week period they will need to use the Credit Recovery system to make up classes.
- ❖ Students are allowed one additional absence from music/band/chorus lessons.

Credit Recovery

- ❖ Attending during FLEX time with your sneakers when your PE teacher has requested you on the FLEX list. You will meet your PE teacher in the chorus hallway and then travel together down to the HS Fitness Center.
- ❖ Planning with your PE teacher for a 9th period make-up in the HS fitness center. When this is arranged, you will meet your PE teacher in the middle school gymnasium and walk to the high school for the make-up.
- ❖ For partial PE credit recovery teachers can use FLEX activity time, 9th period or Achieve 3000 assignments.

WATERLOO PHYSICAL EDUCATION

COACH DELAMARTER, COACH COLLISTER, COACH MIENTKIEWICZ
AND COACH PETTENGILL

GENERAL INFORMATION:

- It is a requirement to take and pass two units of physical education (.5 each year).
- Never leave the class or gymnasium area without permission.
- **Cell phones** must be put away before class begins- if a lesson requires it, you will be notified.
- **Computers/Devices are needed for some units and lessons.**
- **Use Tech Resources on Schoology for Tech questions.**

YOU NEED TO BE PREPARED, EVERY CLASS:

- Sneakers, if slip on Sneakers they should stay on your feet securely without falling off (NO Crocs, Flip-Flops, sandals/slides, slippers, work boots or Ugg's)
- Clothes that you are comfortable in and that you can be **ACTIVE** in, make sure to follow school dress code (EX: Sports shorts/Sweatpants, T-shirts/Sweatshirts). Jeans **do not** count as active wear.
- Computer/Device/Headphones, when needed for certain lessons/units OR medical students.

***** Athletes that do not participate in class cannot practice or play in a game that day. All coaches will be notified. Remember SNEAKERS and to be prepared. Athletes should be leaders in PE (Physical Education) ******

PE GUIDELINES:

- Enter through the main gym doors, that are propped. Wait patiently if the doors are closed, please do not pound on the door if it is closed, we will be there shortly.
- Make sure that we are using PE equipment and space appropriately and acting responsibly.
- You need to be in the gym **by the time of the bell**. REMINDER that you should not be touching other people's belongings that are in the locker room.
- You have 5 minutes in the beginning and at the end of class to transition from Locker Room to Gym/Gym to Locker Room. Use it accordingly. Realistically, you should go in and get prepared as quickly as possible and then leave. Please do not fool around while in locker room.
 - ❖ **Locker room doors will be locked from the hallway entrance. Enter class through the gym through the open door, then head into the locker.**

- **Make sure to keep your locker # and combo safe. Utilize it! Make sure to lock when you are done, as we are not responsible for lost items.**
- ❖ No foul language. Approach the Instructor in a respectful manner.
- ❖ **No one can use the locker room bathrooms unless they are in class and have asked.**
- ❖ **STUDENTS MUST STAY IN THE GYM UNTIL THE BELL RINGS!** Stay in assigned location until bell, to maintain physical distancing.

GRADING

80% Active Involvement-In Person Class Setting

Waterloo High School Physical Education

Daily Participation Rubric

Category	1 Point	1 Point	Total Points Earned
Prepared For Class	The student is wearing appropriate footwear for physical activity. (Closed Shoes with sneaker bottoms)	Students wear active attire. Conservative tops and bottoms that are appropriate for physical activity.	/2
Active Participation & Content Knowledge	Actively listens during all instructional time. Participates by giving best effort in all aspects of physical activity during class time.	Students display knowledge on unit content and community resources.	/2
Personal and Social Responsibility & Safety	Students display positive sportsmanship throughout the lesson. This includes showing a positive attitude and accepting outcomes with respect and grace.	Student treats everyone with respect, demonstrates self-control, and keeps safety a top priority during class. (This includes locker room or any other location)	/2

Total Score:

/6

20% Assessments. Some units or assignments will be assessments. It could look like a unit quiz or could be an assignment given as an assessment grade (projects, discussions, etc.).

FOOTWEAR

Students that come to class **unprepared by wearing inappropriate footwear, and the student refuses to borrow shoes from the PE bin/visit Baileys Boutique for Footwear**, they will receive NO credit for that class, as it is a safety concern without proper footwear attire and are not prepared. Some units could earn partial credit by a referee/coaching role (this is only in certain units though).

1st time without shoes: Required to complete a Worksheet/Schoology Lesson/Pathway if the school internet connection allows based on lesson/unit's location (Outside vs. Gym).

2nd time without shoes: Contact home, required to complete a worksheet/Schoology Lesson/Pathway, if Internet connection allows (Outside vs. Gym).

3rd time without shoes: Communication/Discipline with Administration and sent to CPR for a separate location.

CLOTHING

Students that come to class **with proper footwear but are in jeans will still participate in PE class for the day**.

1st time in jeans/non active attire: Student will still participate actively in PE but are given a verbal warning and conversation is expected from teacher to student reminding of expectations in PE.

2nd time in jeans/non active attire: Student will still be expected to participate actively in PE, but they did not earn the credit for proper attire that day, per the PE rubric above.

3rd time in jeans/non active attire: Student will still be expected to participate actively in PE, but they did not earn credit for proper attire that day, per the PE rubric above. Contact home.

MEDICAL EXCUSES

*Students on medical excuse need to provide their Nurse and PE teacher with a **copy** of the doctor's note prescribed.

**Report all in class injuries to the teacher and discuss injury/situation to assess further. This is important to protect you!

All students will report to class and participate in all activities they are medically cleared to participate in. If we can adapt the lesson for you, we will! If you are completely removed from PE due to medical purposes, students have an alternative route for PE, this could be an assortment of tasks/assignments, as everyone's situation could be different. Students could be asked to answer questions on several topics pertaining to the learning objective, tactical problem, warm up for that PE credit. Students may also be asked to utilize NFHS (National Federation of High Schools) Courses, YouTube Videos or Schoology assignments, depending on their unique medical situation.

Students who are absent are expected to make up for the active participation they missed. You may make up active participation you missed by doing one of the below.

- Coming to an RTI, when you PLANNED with teachers, as we have our own rosters of RTIs. Your RTI teacher CAN NOT approve you to come to us. We approve of it if you come, as it is the space you are entering.
- Planning for a 9th period make-up in the fitness center, needs to be done ahead of time we have meetings!
- If a PE teacher is working open fitness center hours, you may make up that way if it is communicated correctly.
- You MAY NOT come into another class; this is a rare occurrence when needed (not an expectation).

Attendance Guidelines Waterloo High School Physical Education

High School Attendance guideline for Physical Education is as follows:

Students at the high school level must participate in a board approved physical education program for all four years of high school for one half credit each year (8 CRR-NY 135.4 Section C.2.i.a). The only exemption from attendance and participation in this physical education program is a medical exemption from a doctor that lists what areas of the program that the student can participate in (C.3.i). Students have various activities and life events that can prohibit them from attending Physical Education, both for academic and non-academic reasons. This guideline will help to clarify for students and families on absences that need to be made up, and under what circumstances these absences can be made up.

	Make up (Y/N)	Grading
Medical absence Nurse Removal for 1 day only	No	In class worksheet
Note more than one day medical excuse needs to come from a doctor		
Medical absence for week (s) Doctor Note with No Activity listed	No	Online assignment on Schoology
Medical absence for week (s) Doctor Note with Limited Activity	No	In Class/ Modified Lesson
Excused Absence 1 st time	No	-
Excused Absence Lesson	No	*No more than 1 a quarter
Excused absence 2 nd + time	Yes	RTI/9 th Period 1 Week
Unexcused Absence	Yes	RTI/9 th Period 1 Week

Waterloo High School Course Catalog 24-25

HEALTH DEPARTMENT

HEALTH	Grades 9-12	½ Year	½ Unit
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One of the major goals of health is to instill in each student an appreciation for overall wellness. This course uses several community resources and speakers which enhance the connection students make with their health and the world around them. Our curriculum will focus on the following NYSED Health Education Standards:

Standard 1: Personal Health and Fitness – Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. **Standard 2: A Safe and Healthy Environment** – Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management – Students will understand and be able to manage their personal and community resources.

Units of study include tobacco, alcohol and other drugs, mental and emotional health, HIV/STD prevention, abstinence, personal and sexual health, violence and injury prevention and physical activity and nutrition. Students in this course will learn about current health issues, analyze their own health and reduce their risk by engaging in a variety of learning experiences. Students will learn and practice the following skills that are infused within the curriculum topics: conflict resolution, self-management, goal setting, communication and advocacy.

All students must complete ½ unit of health to satisfy graduation requirements.

FLCC Introduction to Nutrition 115	Grades 10, 11,12	½ Year	½ Unit
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FLCC 3 credits

An introduction to the field of human nutrition and food focused on the mutual relationships between humans and their biological and physical environment. This course includes the study of human nutritional needs; problems encountered in providing food to meet nutritional needs; the relationships among human physiological needs, sociocultural systems, and food; and the significance of these relationships to the attainment of health.

FLCC HPE 212	Grades 11,12	½ Year	½ Unit
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FLCC 3 credits

This course is intended for any student interested in the benefits of a healthy lifestyle obtained through behavior changes. The course focuses on behaviors and lifestyle factors that affect individual well-being and disease.

Emphasis is placed on how physical, emotional, social, intellectual, environmental, spiritual, and occupational wellness relates to overall health. Students earn certification in child abuse identification and reporting, as well as school violence intervention and prevention.

HEALTH EDUCATION II	Grades 10, 11,12	½ Year	½ Unit
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One of the major goals of health is to instill in each student an appreciation for overall wellness. The curriculum is based on New York Standards for Health Education as well as the NYS Navigate by the Stars document which is student-centered, research and skill based. This course uses several community resources and speakers in this course which enhances the connection students make with their health and the world around them.

Students in this course will learn about current health issues, analyze their own health, and reduce their risk by engaging in a variety of learning experiences. Lesson topics include and are not limited to: HIV/AIDS and other Sexually Transmitted Diseases, Family Life Education, Tobacco, Alcohol and other Drugs, Mental/Emotional Health, and Physical Activity/Nutrition. Students will learn and practice the following skills that are infused within the curriculum topics: conflict resolution, self-management, goal setting, communication, and advocacy.

PHYSICAL EDUCATION DEPARTMENT

PHYSICAL EDUCATION

Grades 9-12

1 Year

½ Unit

The mission of the Waterloo Central School District's Physical Education program is to promote lifelong healthful living and physical fitness by addressing the NYSED standards.

Performance indicators and the recently updated curriculum will provide a logical, orderly sequence of activities, so that students acquire basic knowledge and skills before being given the task of performing advanced skills. Awareness of body changes, understanding rules, and strategies are stressed. Fitness in the activities is the main emphasis. New units are introduced while others are expanded upon exposing students to new skills and ideas. Students will participate in team sports, lifetime activities, physical fitness, small games, and wellness activities in an environment that promotes fair play, cooperation, mutual respect, and social emotional learning. Attitudes are continually worked on, encouraging students to participate in physical exercise and understand that is the foundation to leading to a healthy and productive life.

- Physical Education is a **requirement** for graduation.
- All students are required to take and **pass** four years of physical education.
- The PE grade will count in the average of students.
- Students will receive a Physical Education grade every quarter.
- Students will take Physical Education summative assessments.
- Students will be graded on participation, test scores, effort, attendance, fitness journal and portfolio.
- All students receive a grade in Physical Education.
- Students will take the FitnessGRAM test twice a year in Physical Education class.
- Students will learn CPR- Hands Only; SED mandate, in Physical Education.
- Students that have a medical excuse from physical education will complete alternative assignments to fulfill the PE requirement.
- Students involved in extracurriculars including athletics must participate in Physical Education actively in order to practice/play that day.

FLCC Basic Weight Training

Grades 10, 11, 12

½ Year

½ Unit

FLCC 1 Credit

This course will explore basic techniques of weight training, focusing on the various exercises applied in a weight training program, demonstration of proper technique, and development of an overview of a comprehensive training program.

Additional Credit Independent Study PHYSICAL EDUCATION Grade 12 1 Year ½ Unit

Seniors who would like an opportunity to earn an additional .5 PE credit can request Independent Study Physical Education. This request must be submitted to their School Counselor by June 1, 2024. The .5 credit for Independent Study Physical Education may be awarded as an elective course only and shall not be awarded in place of the required 2.0 units of physical education required for graduation.

A school-based panel consisting of, at a minimum, the WHS Principal, the respective Physical Education teacher, a School Counselor, and the Health and Physical Education Director shall approve the student's participation in the Independent Study based on the following criteria;

- The student has demonstrated readiness and has a high likelihood of success in undertaking independent study physical education.
- The student has passed the appropriate number of Regents examinations or other assessments required for graduation, for the student's grade level.

Independent Study Physical Education students will attend and participate in a Physical Education class. In addition, the students will work collaboratively with the Physical Education teacher to create and complete Physical Education assignments.

***Please note: Student will be dropped from Independent Study Physical Education for failure to attend class, failure to participate in class, and/or failure to complete collaboratively created assignments.**

Upon completion, the principal shall award credit to the student for successful completion of Independent Study Physical Education. Students will be evaluated on the Pass/Fail system.

Physical Education Intern	Grades 11, 12	½ or Year	0 Unit
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Seniors and Juniors wishing to be considered for a Physical Education Intern position are required to submit a one-page document answering the questions below. This document must be submitted to their counselor prior to June 1, 2024. A committee of administrators, counselors, and Physical Educators will review applicants and select the Physical Education Interns. Successful candidates will be notified by their counselor. Students will be evaluated on the Pass/Fail system, and **this is a non-credit position.**

***Please note: Failure to adhere to Physical Education Intern expectations will result in the removal of the intern.**

Why do you want to be a PE Intern?

What character traits do you possess that will assist you in being a successful PE Intern?

Expectations of a Physical Education Intern

The Waterloo Central School District's Physical Education program promotes lifelong, healthful living and physical fitness. Students will participate in team sports, lifetime activities, physical fitness, small games, and wellness activities in an environment that promotes fair play, cooperation, mutual respect, and social emotional learning. PE Interns model behaviors and attitudes that encourage students to participate in physical exercise and understand that is the foundation to leading a healthy and productive life.

- ✓ Be Punctual
- ✓ Communicate with PE teachers
- ✓ Assist with equipment set up and break down
- ✓ Assist with PE tasks
- ✓ Coach – Encourage and help classmates
- ✓ Referee – be knowledgeable of rules and promote fair play
- ✓ Be a Leader
- ✓ Be Responsible
- ✓ Be Positive
- ✓ Be Student Role Model



Waterloo High School Physical Education

The Waterloo Central School District’s physical education program promotes lifelong, healthful living and physical fitness. Students will participate in team sports, lifetime activities, physical fitness, small games, and wellness activities in an environment that promotes fair play, cooperation, mutual respect, and social emotional learning. PE Interns model behaviors and attitudes that encourage students to participate in physical exercise and understand that is the foundation to leading a healthy and productive life.

Expectations of a Physical Education Intern

- Be Punctual
- Communicate with PE teachers.
- Assist with equipment set up and break down.
- Assist with PE tasks.
- Coach – Encourage and help classmates.
- Referee – be knowledgeable of rules and promote fair play.
- Be a Leader
- Be Responsible
- Be Positive
- Be Student Role model.

Student Signature

Parent/Guardian Signature

WHS School Counselor

WHS College & Career Counselor

WHS Principal

Director of Health, PE & Athletics

Please note: Failure to adhere to these expectations will result in the removal of the internship.

Waterloo Central School District



Handbook

Philosophy of Waterloo Athletics

The Waterloo Board of Education believes that interscholastic athletic involvement/participation in extracurricular activities is an integral part of graduating from the Waterloo Central School District with a well-rounded education. Involvement in athletics activities helps form a connection between the student and the school community. Participation in interscholastic athletics is a privilege and carries with it responsibilities to self, school, and community.

Our **Mission:** We put kids first every day. We support each student on a personalized journey to realize their goals. Our caring community develops learners and leaders.

Our **Vision:** All Students. All Staff. One Family.

All students involved in interscholastic athletics need to abide by expectations in *NYSPHSAA's (New York State Public High School Athletic Association) Code of Ethics*. In addition, all students participating in athletics will follow the *Waterloo Central School District Code of Conduct* and the specific guidelines outlined within the *Waterloo Athletics Handbook* as well as the Waterloo High School or Waterloo Middle School Student Handbook. Students are subject to consequences imposed as a result of any violation and may also be subject to discipline or consequences under the District's Code of Conduct.

Philosophy of Athletic Play at Waterloo CSD

Modified/Modified A

The Modified/Modified A level of athletic competition focuses on the fundamentals of the game and team play. At this level, student-athletes should learn basic skills, rules, and obtain an introduction to the goals of the sport program. Academics, sportsmanship, and social growth along with commitment and dedication are key elements student-athletes will focus on at this level. A smaller emphasis is placed on winning and maximum participation is desired.

Junior Varsity

The Junior Varsity level of athletic competition places an increased emphasis upon team play, physical conditioning, and refinement of basic sport skills. The goal of this level of competition is to prepare student-athletes for the varsity level. Student-athletes should be taught how to cope with game situations and how to win and lose properly. An attempt should be made to play all participants, however equal play is not necessary in each game

Varsity

The Varsity level of athletic competitions is the culmination of each sport's program. At the varsity level of competition, team play, sportsmanship, individual physical ability, motivation, and mental attitude are very important. The goal at the varsity level is to be competitive and prepare to win. Student-athletes will be taught life-long lessons through situations that arise throughout the season. A continued emphasis on academics, sportsmanship, and community service is to be expected at this level. It is to be understood that dedication and commitment is needed to participate on a varsity team.

Philosophy of Athletic Participation

Interscholastic athletic participation involves regular attendance at practices/contests, communicating with coach(s) when you are unable to attend, and taking part in community service, fundraising, and events/competitions as applicable. The goal of interscholastic athletics is to allow students to pursue varied interests and to become a well-rounded individual who contributes to their community. An emphasis on academics, community service, and involvement is expected. Dedication and commitment are needed to participate in interscholastic athletics.

NYSPHSAA (New York State Public High School Athletic Association) Code of Ethics

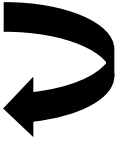


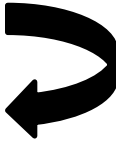
It is the duty of all concerned...

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



The New York State Public High School Athletic Association requires officials to enforce all sportsmanship rules for athletes and coaches. We will not tolerate negative statements or actions between opposing players, especially trash-talking, taunting or baiting of opponents, including racial or discriminatory comments or slurs. If such comments are heard or actions seen, a penalty will be assessed immediately. We have been instructed not to issue warnings. Let today's contest reflect mutual respect.

Waterloo Athletic Communication Path

1. Student-Athlete to Head Coach...if not resolved then 
2. Parent(s) to Head Coach...if not resolved then 
3. Parent(s) to Director of Health, PE & Athletics...if not resolved then 
4. Parent(s) to Superintendent of Schools...if not resolved then 
5. Parent(s) to Board of Education

Waterloo Central School District

Code of Conduct

The Board of Education has a long-standing set of expectations for conduct on school property and at school functions. The Board is committed to providing a safe and orderly school environment where staff, parent/guardians and administrators work to deliver personalized, quality educational services to students without disruption or interference.

The main objective of the school is education in all forms. Students, staff, teachers, administrators and parent/guardians should work to provide an environment where problems can be initially settled by using cooperatively developed and agreed upon procedures for the benefit of the entire school community. The foundation for building this environment is the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

The Board of Education recognizes the need to clearly define the expectations for acceptable conduct on school property, identify the possible consequences of unacceptable conduct and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board adopts this Code of Conduct.

In accordance with the Dignity for All Students Act, School District policy and practice must ensure that no student is subject to discrimination or harassment, based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex by school employees or students on school property, on a school bus, or at a school function.

**If you would like a hard copy of the BOE approved plan,
please contact our Athletic Office.**

DASA Policy

The Waterloo Central School District will not tolerate incidents of discrimination, intimidation, taunting, harassment, or bullying on school property, a school bus and/or at a school function by students and/or school employees.

The New York State Dignity for All Students Act (Dignity Act) was signed into law on Sept. 13, 2010, and became effective July 1, 2012. This legislation amended State Education Law by creating a new Article 2 - Dignity for All Students. The Dignity Act states that NO student shall be subjected to harassment, including bullying and cyberbullying, and/or discrimination by employees or students on school property or at a school function based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

Waterloo's Dignity Act Coordinators:

In compliance with Education Law, at least one staff member at every school is thoroughly trained in human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (which includes a person's actual or perceived sex, and gender identity and expression), and sex. This staff member should be referred to as the Dignity Act Coordinator (DAC).

If you have been the target of such behaviors listed above or know someone who has, we encourage you to speak to a teacher, principal, or school employee. You may also report an incident by clicking on the link below:

District Coordinator:

Shelli Tam (315) 539-1503; shelli.tam@waterloocsd.org; *109 Washington Street Waterloo, NY 13165*

Further information regarding the Dignity For all Students Act (DASA) can be found at <http://www.p12.nysed.gov/dignityact/>

The Waterloo Central School District affirms that no person shall be subjected to discrimination, denied benefits, or excluded from participation in employment or in any educational program or activity on the basis of age, gender, sexual orientation, race, color, ethnicity, religion, creed, national origin, marital status, disability, or on any other basis in accordance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, Title IX, Title IV, the Age Discrimination in Employment Act, the Americans with Disabilities Act, and other federal or state laws. The Waterloo Central School District provides equal access to the Boy Scouts and other designated youth groups.

The Waterloo Central School District encourages students, parents, staff, and community members to report any harassing, bullying, abusive, or unsafe behavior as soon as possible to a school district official, or when appropriate, to law enforcement.

WCSD Superintendent serves as the Compliance Officer/Coordinator and is authorized to coordinate and carry out the responsibilities of the district under this policy and to coordinate compliance with the regulations and to process any complaint and/or grievance that may be filed in accordance with the grievance procedure heretofore adopted by the District's Board of Education. Ms. Bavis can be reached at 315-539-1501; via email at Terri.Bavis@waterloocsd.org; or via mail at the District Office: 109 Washington Street, Waterloo, NY 13165.

The Waterloo Central School District also prohibits all harassing conduct based on gender, race, sexual orientation, or any other status protected by state or federal law. The Waterloo Central School District considers harassing conduct to be an abuse contrary to the high moral ethical standards of an educational institution.

Harassing conduct generally consists of subjecting an individual, on the basis of his/her membership in a protected class, to conduct and/or communications that are sufficiently severe, pervasive, or persistent as to have the purpose or effect of: creating an intimidating, hostile, or offensive environment; substantially or unreasonably interfering with an individual's work or a student's educational performance, opportunities, benefits, or well-being; or otherwise adversely affecting an individual's employment or educational opportunities.

Harassing conduct can include unwelcome verbal, written, or physical conduct which offends, denigrates, or belittles an individual because of his/her membership in a protected class. Such conduct includes, but is not limited to, derogatory remarks, jokes, demeaning comments or behavior, slurs, mimicking, name-calling, graffiti, innuendo, gestures, physical contact, stalking, threatening, bullying, extorting, or the display or circulation of written materials or pictures.

The Waterloo Central School District will not tolerate the use of a position of authority to obtain sexual favors in supervisor/employee or faculty/student relationships. Neither will it condone expressions or actions by any person affiliated with the School District that in any manner constitute sexually harassing conduct, including student-to-student harassment. Attempts to suppress the report of such actions or to retaliate for the presentation of a report will be considered in the same light as the offending behavior.

Inquiries concerning the application of this policy may also be referred to the U.S. Department of Education, Office for Civil Rights (OCR), 32 Old Slip, 26th Floor, New York, NY 10005, Telephone: 646-428-3900. For further information on non-discrimination, visit <https://www2.ed.gov/about/offices/list/ocr/docs/nondisc.html> or call 1-800-421-3481

Waterloo Athletics Behavior Expectations

At Waterloo CSD, it is the expectation that all student-athletes always exemplify good citizenship and behavior both in and out of school. The Director of Health, PE & Athletics, or designee (District/Building Level Administrator) and/or respective coach(s) may remove a student-athlete from participation based on:

1. Insubordination...refusing to follow expectations set forth for interscholastic athletics.
2. Repeated academic ineligibility and/or academic dishonesty (please note WMS/WHS policy).
3. Cutting practices/games/meetings/competitions/community events.
4. Criminal activity whether a school or civic matter . . . please note that students arrested for any felony activity will be immediately suspended from athletic participation until the court has made a determination on the arrest. Students arrested for misdemeanor or lesser activity outside of the school day and not during any school activity shall be dealt with by the court system, not by Waterloo Central School District. This does not include violations of the training rules in the use of alcohol, tobacco, vaping or drugs.
5. Behavior unbecoming a Waterloo student... Offenses of this nature will be evaluated on an individual basis and may result in suspension or removal from the athletic program, as determined by the Director of Health, PE and Athletics and the respective school principal. Alcohol and drug-related offenses that result in police involvement may also be treated as “behavior unbecoming a Waterloo student” and may result in consequences more than those outlined in the Waterloo Central School District Code of Conduct.
6. Violation of the NYSPHSAA’s Sportsmanship stance stated earlier and/or Section V Sportsmanship Motto to “Be Loud, Be Proud, Be Positive” which includes being disqualified from a contest.
7. Bullying, Hazing, Fighting...
8. Vandalism, stealing...
9. Using social media in a negative tone.

Please note that student-athletes who are suspended from participating will continue to support their teammates by attending all competitions/events. Athletes must be dressed in their respective team uniform. Competitions that the student does not attend will not count as competitions that served toward a suspension unless there is administrative approval for another plan.

Training Rule Violation

Use of steroids, enhancing food supplements, alcohol, smoking, chewing tobacco, vaping, juuling, e-cigarettes, and controlled substances as defined by Board of Education Policy is prohibited.

The following policy is not only meant as a deterrent for Waterloo students but is being implemented to incorporate a rehabilitative plan to help students at risk. If a student is reported to be using or in possession of the above, they will be subject to a conference with the Director of Health, PE & Athletics, and the coach(s) of the particular sport. If the evidence shows that a student has broken a training rule, rules will be enforced as explained in the Waterloo Athletic Handbook.

Any student hosting a party with alcohol and/or illegal drugs present will be treated as an offender of the training rules. Any student attending the party where alcohol and/or illegal drugs are being used by anyone underage will be guilty by association.

These disciplinary procedures refer to infractions related to alcohol, tobacco products, and other illegal drugs. They refer to every student while they are registered in interscholastic athletics in grades 7-12.



Referral from School Administration or Investigating Law Enforcement

First Violation:

1. **See category for each respective sport.**
2. Student-athlete must participate in all practices but cannot participate in the contests.
3. Student-athlete must be in uniform attending contests during the suspension, supporting their team.
4. The student-athlete forfeits all awards or league nominations received as a result of the sport.
5. The student-athlete may still receive their letter.
6. A re-entry meeting will take place with the administration and the respective coach will be updated.

Second Violation:

1. **See category for each respective sport.**
2. Student-athlete must participate in all practices but cannot participate in the contests.
3. Student-athlete must be in uniform attending contests during the suspension, supporting their team.
4. Student-athlete may be referred to a drug/alcohol program if applicable. Administration will consult with the school counselor and/or respective mental health staff before releasing the student to participate in athletic contests.
5. The student-athlete forfeits all awards or league nominations received as a result of the sport.
6. A re-entry meeting must be held with the Superintendent of Schools, Director of Health, PE & Athletics if applicable, and building administration before permission to resume participation is granted.

Third Violation:

1. Suspension for the remainder of their athletic eligibility.
2. The student-athlete may appeal one year from the date of the third offense.

Violations will result in the following:

Category A: Teams that participate in up to 5 contests

- 1st Violation – loss of 1 contest
- 2nd Violation – loss of 2 contests
- 3rd Violation – remainder of the athletic eligibility

Category B: Teams that participate in up to 10 contests

- 1st Violation – loss of 2 contests
- 2nd Violation – loss of 4 contests
- 3rd Violation – remainder of the athletic eligibility

Category C: Teams that participate in up to 11-15 contests

- 1st Violation – loss of 3 contests
- 2nd Violation – loss of 6 contests
- 3rd Violation – remainder of the athletic eligibility

Category D: Teams that play up to 16-20 contests

- 1st Violation – loss of 4 contests
- 2nd Violation – loss of 8 contests
- 3rd Violation – remainder of the athletic eligibility

Category E: Teams that play up to 21-24 contests

- 1st Violation – loss of 5 contests
- 2nd Violation – loss of 10 contests
- 3rd Violation – remainder of the athletic eligibility

Please note that a carryover of violations would go into the next complete season and scrimmages do not count.

Waterloo Athletics Appeal Process

A student-athlete along with their parent(s) shall be given notice of a decision to suspend and/or remove them from the team and the reason(s) for such suspension. The student-athlete and their parent(s) will be given the opportunity to request an informal conference with the suspending authority within 24 hours of the decision to suspend to allow the student to discuss the conduct and penalty as required by law.

Appeals may be made in writing to the Director of Health, PE & Athletics then shared with a review council within two weeks of the original notice of the decision or after a third violation offense.

The purpose of the review council is to rule on all appeals that deal with infractions of interscholastic athletic or extracurricular standards.

The review council will include at a minimum: administration, counselor(s), teacher(s), and coach/advisor(s). The student may be asked to attend the meeting.

The decision of the review council may be appealed to the Director of Health, PE and Athletics or respective building principal. Next that decision may be appealed to the Superintendent of Schools with final appeal resting with the Board of Education.

Carry-Over

Regarding athletics, if the duration of the consequence extends beyond the end of the current season, it will carry over to the next season in which the student-athlete participates. It will not impact the tryout period for the next season.

Quitting a team

In order to participate in another sport, any student-athlete quitting a team during the season must be given the opportunity to have an exit interview with the Director of Health, PE & Athletics. It is expected that the student-athlete will send an email explaining that they have quit the team then the Athletic Office will set up an exit interview. If the student-athlete decides they do not want to have an exit interview they will be asked to provide in writing why they have removed themselves. All issued equipment and uniforms must be turned in at the exit interview if not beforehand. It will be expected to reimburse the school for any items that are lost or not returned.

Academic Eligibility

Waterloo Middle School and Waterloo High School students are considered ineligible for athletics and extracurricular activities if they are failing TWO or more classes at the interim period or at the end of the marking period.

When a student is ineligible, they may:

- ✓ Practice, but not participate in interscholastic athletic contests.
- ✓ Practice, but not participate in any performing art performances unless a grade is attached.
- ✓ Attend school dances and extracurricular activities (athletic contests/concerts/play/musical/art show) as a spectator.

Other considerations for students deemed ineligible:

- ✓ Grades considered failures are below 65%.
- ✓ Incompletes may result in ineligibility unless otherwise determined by administration.
- ✓ Students may not participate in after school clubs/activities until passing.
- ✓ Students that are ineligible should create an after-school schedule with their respective school counselor at WMS or WHS to obtain extra help with classes they are failing.
- ✓ Appeals not granted.

If failing two or more classes at the interim report (issued after the 5th, 15th, 25th, 35th week mark), the student will be ineligible:

- ✓ Students can request that their eligibility be restored once they show that their average is not lower than a 65% in more than one class. They must submit an updated grade sheet to include with their *Eligibility Academic Progress* sheet.

If failing two or more classes at the end of the marking period (issued after 10th, 20^t, and 30th week mark), the student will be ineligible:

- ✓ They are ineligible for a **minimum of ten school days**. After ten school days, the student can request that their eligibility be restored once they show that their average is not lower than a 65% in more than one class. They must submit an updated grade sheet to include with their *Eligibility Academic Progress* sheet.

Once a student is ineligible, they must have an *Eligibility Academic Progress* sheet signed by all of their teachers if they wish to have eligibility restored. *Eligibility Academic Progress* sheets will be available in the Waterloo Middle School Main Office/Counseling Office, Waterloo High School Main Office/Counseling Office, and the Athletic Office. In order to regain eligibility, a student's average must not be lower than a 65% in more than one class. The *Eligibility Academic Progress* sheet must be signed by a school administrator who will then reinstate eligibility and notify the necessary faculty/staff/coach/advisor(s).

Medical Information Section:

NYSED's (New York State Education Department) Required Sports Physical

New York State mandates that every student athlete has an annual physical within 12 months prior to the start of practice and be on file at the school. If your child has not had a physical in the past 12 months, please contact their PCP (Primary Care Physician) now to schedule an appointment prior to the first day of practice, then ensure a copy is sent to the school. Your PCP should be the provider who sees your child for their annual physical, there may be important items they need to discuss such as medications, lab work and/or immunizations.

If your child is without insurance or there is a delay in the physical completion prior to the first day of practice, Dr. Freier, our School Medical Director, can do the physical at the designated times below. FamilyID and the attached health history form must be completed prior to the physical exam with Dr. Freier. Any student with an underlying health condition or taking routine and/or rescue medications **MUST** see their PCP for the annual exam.

Any HS or MS student who was not able to fully participate in PE (Physical Education) or Waterloo Interscholastic Athletics at the end of 2022-2023 school year requires documentation from the respective doctor showing that they are fully cleared to play a Fall Sport with **NO** limitations.

Link: [School Health Examination Guidelines for Schools \(nysed.gov\)](https://www.nysed.gov/school-health-examination-guidelines-for-schools)

NYSED's Athletic Placement Process (APP)

APP Link:

<http://www.p12.nysed.gov/sss/documents/AthleticPlacementProcess12-11-17FINALRevised.pdf>

Frequently Asked Questions:

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/faq-athleticplacementprocessforinterschoolathleticprograms4-23-15.docx.pdf>

NYSED's Dominic Murray Sudden Cardiac Arrest Prevention Act:

[Dominic Murray Sudden Cardiac Arrest Prevention Act \(nysed.gov\)](https://www.nysed.gov/dominic-murray-sudden-cardiac-arrest-prevention-act)

Waterloo Athletics Registration Process FamilyID

FamilyID is a secure registration platform that provides parents with an easy, user-friendly way to register for our programs, and helps us to be more administratively efficient and environmentally responsible. When you register through FamilyID, the system keeps track of your information in your FamilyID profile. You enter your information only once for each family member for multiple uses and multiple programs. You must do a separate registration for each season and complete it within thirty days of the start of the season.

If you are a returning FamilyID user; please use the following steps:

1. Click on the Current Season registration form on your school's FamilyID Landing page: <https://www.familyid.com/waterloo-central-school-district>
2. Login using the e-mail address and password you created previously (do not create a new account)
3. Choose the sport.
4. Click on "Add Participant Below or Click to Select" and pick your child's name.
5. Update health and demographic information, if necessary.
6. Sign-off on seasonal agreements.
7. Save and Submit

If you are a new user on FamilyID; please follow these steps:

1. To find your program, click on the link provided by the Organization above and select the registration form under the word **Programs**.
2. Next click on the green **Register Now** button and scroll, if necessary, to the **Create Account/Log In** green buttons. If this is your first time using FamilyID, click **Create Account**. Click **Log In**, if you already have a FamilyID account.
3. **Create** your secure FamilyID account by entering the account owner First and Last names (parent/guardian), E-mail address and password. Select **I Agree** to the FamilyID Terms of Service. Click **Create Account**.
4. You will receive an email with a link to activate your new account. (If you don't see the email, check your E-mail filters (spam, junk, etc.).)
5. Click on the link in your activation E-mail, which will log you in to FamilyID.com
6. Once in the registration form, complete the information requested. All fields with a red* are required to have an answer.
7. Click the **Continue** button when your form is complete.
8. Review your registration summary.
9. Click the green **Submit** button. After selecting 'Submit', the registration will be complete. You will receive a completion email from FamilyID confirming your registration.

At any time, you may login at www.familyid.com to update your information and to check your registration(s). To view a completed registration, select the 'Registration' tab on the blue bar.

SUPPORT: If you need assistance with registration, contact FamilyID at support@arbitersports.com or 1-800-311-4060. Support is available 7 days per week and messages will be returned promptly.

Waterloo Central School District Concussion Management Plan

The Board recognizes that concussions and head injuries are the most commonly reported injuries in children and adolescents who participate in sports and recreational activities. The physical and mental well-being of District students is a primary concern. As such, the District supports the proper evaluation and management of concussion injuries.

A concussion is a mild traumatic brain injury (MTBI) that occurs when normal brain functioning is disrupted by a blow or jolt to the head or body that causes the head and brain to move rapidly back and forth. Recovery from concussion and its symptoms will vary. Avoiding re-injury and over-exertion until fully recovered are the cornerstones of proper concussion management. Concussions can impact a student's academics as well as their athletic pursuits.

Concussion Management Team (CMT)

Pursuant to Board Policy 7522, the District is authorized, at its discretion, to establish a Concussion Management Team (CMT) which may be composed of the certified athletic director, a school nurse, the school physician, a coach of an interscholastic team, a certified athletic trainer or such other appropriate personnel as designated by the School District. The CMT will oversee and implement the School District's concussion policy and regulations, including the requirement that all school coaches, physical education teachers, nurses and certified athletic trainers who work with and/or provide instruction to pupils engaged in school-sponsored athletic activities complete training relating to MTBI's. Furthermore, every CMT may establish and implement a program which provides information on MTBIs to parents, persons in parental relation and guardians throughout each school year.

The Concussion Management Team meets one time per year in the spring and is responsible for developing policy and procedures for Return to Learn and Return to Play. In addition, the CMT reviews district head injury data to determine if further training, alternative sports-related safety equipment or safety procedural changes are required.

Staff Training/Course of Instruction

The CMT oversees and implements the District's concussion policy and regulations, including the requirement that all school coaches, physical education teachers, advisors of school clubs and certified athletic trainers who work with and/or provide instruction to pupils engaged in school-sponsored athletic activities complete training relating to mild traumatic brain injuries. In addition to these requirements, the District requires that all staff have yearly on-line training through Safe Schools.

The District has selected the National Federation High Schools (NFHS) and/or Center for Disease Control (CDC) Concussion on-line training, to fulfill the requirements for school coaches, physical education teachers, and school nurses.

Components of the training include:

- a. The definition of MTBI;*
- b. Signs and symptoms of MTBI;*
- c. How MTBIs may occur;*
- d. Practices regarding prevention; and*
- e. Guidelines for the return to school and school activities for a student who has suffered a MTBI, even if the injury occurred outside of school.*

Information to Parents/Guardians

The CMT also oversees and implements a program which provides information on mild traumatic brain injuries to students, and parents/guardians and persons in parental relation throughout each school year.

The District shall include the following information on MTBI/concussion in any permission or consent form or similar document that may be required from a parent/guardian for a student's participation in interscholastic sports. Similar information will be provided to all students when they sign up for participation in sports and/or through information provided in physical education, health or mental health classes.

Information will include:

- a. The definition of MTBI;*
- b. Signs and symptoms of MTBI;*
- c. How MTBIs may occur;*
- d. Practices regarding prevention; and*
- e. Guidelines for the return to school and school activities for a student who has suffered an MTBI, even if the injury occurred outside of school.*
- f. How to obtain more information on MTBI/concussion from the New York State Education Department and the Department of Health websites.*

Information to Students

The District shall provide information on MTBI/concussion to students. This will occur annually for all students in grades 6-12. Information will be reviewed periodically with student athletes throughout each athletic season. The provided information will include:

- a. The definition of MTBI;*
- b. Signs and symptoms of MTBI;*
- c. How MTBIs may occur;*
- d. Possible long term effects resulting from MTBI/concussion*
- e. Importance of reporting symptoms to appropriate personnel*

The Waterloo Central School District seeks the safe return to learning, physical activity and competitive sports for all injured students. Recent research in concussion management has increased awareness of the impact of mild traumatic head injuries, commonly known as concussions, in both the medical community and the general public. This valuable knowledge leads us to refine our approach to concussion recognition and management. The following recommendations, developed for the Waterloo Central Schools, are in part extracted from the National Athletic Trainers' Association Position Statement: Management of Sports- Related Concussion. In addition, this concussion management plan was derived from materials developed by the CDC, NYSPHAA, NYSED, as well as through consult with the School Medical Director

These recommendations provide guidelines for concussion recognition, management, and safe return to learning, sports, and activity for school personnel. Academic assistance, medical monitoring, and counseling may be necessary during the school day for a student with a mild traumatic brain injury.

Appropriate school personnel, the student, parent/guardian(s), the school physician and the student's personal physician will contribute to developing the support plan for impacted students on a case-by-case basis.

This Concussion Management plan will be reviewed annually by the district's Concussion Management Team with input from the School Medical Director.

Please note this is only a portion of our BOE approved Concussion Management Plan. If you would like a hard copy of the entire plan that also includes the Return to Learn/Return to Play process, please contact our Athletic Office.

NFHS Concussion Link: [NFHS Learn | Interscholastic Education, Made Easy](#)

CDC Heads Up Link: [Heads Up | HEADS UP | CDC Injury Center](#)

A FACT SHEET FOR High School Parents



This sheet has information to help protect your teens from concussion or other serious brain injury.

What Is a Concussion?

A concussion is a type of traumatic brain injury—or TBI—caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move quickly back and forth. This fast movement can cause the brain to bounce around or twist in the skull, creating chemical changes in the brain and sometimes stretching and damaging the brain cells.

How Can I Help Keep My Teens Safe?

Sports are a great way for teens to stay healthy and can help them do well in school. To help lower your teens' chances of getting a concussion or other serious brain injury, you should:

- Help create a culture of safety for the team.
 - Work with their coach to teach ways to lower the chances of getting a concussion.
 - Emphasize the importance of reporting concussions and taking time to recover from one.
 - Ensure that they follow their coach's rules for safety and the rules of the sport.
 - Tell your teens that you expect them to practice good sportsmanship at all times.
- When appropriate for the sport or activity, teach your teens that they must wear a helmet to lower the chances of the most serious types of brain or head injury. There is no "concussion-proof" helmet. Even with a helmet, it is important for teens to avoid hits to the head.

Talk with your teens about concussion. Tell them to report their concussion symptoms to you and their coach right away. Some teens think concussions aren't serious or worry that if they report a concussion they will lose their position on the team or look weak. Remind them that *it's better to miss one game than the whole season.*

How Can I Spot a Possible Concussion?

Teens who show or report one or more of the signs and symptoms listed below—or simply say they just "don't feel right" after a bump, blow, or jolt to the head or body—may have a concussion or other serious brain injury.

Signs Observed by Parents

- Appears dazed or stunned
- Forgets an instruction, is confused about an assignment or position, or is unsure of the game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes
- Can't recall events *prior to or after* a hit or fall

Symptoms Reported by Teens

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness, or double or blurry vision
- Bothered by light or noise
- Feeling sluggish, hazy, foggy, or groggy
- Confusion, or concentration or memory problems
- Just not "feeling right," or "feeling down"

**GOOD TEAMMATES KNOW:
IT'S BETTER TO MISS ONE GAME THAN THE WHOLE SEASON.**



cdc.gov/HEADSUP

CONCUSSIONS AFFECT EACH TEEN DIFFERENTLY.

While most teens with a concussion feel better within a couple of weeks, some will have symptoms for months or longer. Talk with your teens' healthcare provider if their concussion symptoms do not go away or if they get worse after they return to their regular activities.



Plan ahead. What do you want your teen to know about concussion?

What Are Some More Serious Danger Signs to Look Out For?

In rare cases, a dangerous collection of blood (hematoma) may form on the brain after a bump, blow, or jolt to the head or body and can squeeze the brain against the skull. Call 9-1-1, or take your teen to the emergency department right away if, after a bump, blow, or jolt to the head or body, he or she has one or more of these danger signs:

- One pupil larger than the other
- Drowsiness or inability to wake up
- A headache that gets worse and does not go away
- Slurred speech, weakness, numbness, or decreased coordination
- Repeated vomiting or nausea, convulsions or seizures (shaking or twitching)
- Unusual behavior, increased confusion, restlessness, or agitation
- Loss of consciousness (passed out/knocked out). Even a brief loss of consciousness should be taken seriously

Teens who continue to play while having concussion symptoms or who return to play too soon—while the brain is still healing—have a greater chance of getting another concussion. A repeat concussion that occurs while the brain is still healing from the first injury can be very serious, and can affect a teen for a lifetime. It can even be fatal.



What Should I Do If My Teen Has a Possible Concussion?

As a parent, if you think your teen may have a concussion, you should:

1. Remove your teen from play.
2. Keep your teen out of play the day of the injury. Your teen should be seen by a healthcare provider and only return to play with permission from a healthcare provider who is experienced in evaluating for concussion.
3. Ask your teen's healthcare provider for written instructions on helping your teen return to school. You can give the instructions to your teen's school nurse and teacher(s) and return-to-play instructions to the coach and/or athletic trainer.

Do not try to judge the severity of the injury yourself. Only a healthcare provider should assess a teen for a possible concussion. You may not know how serious the concussion is at first, and some symptoms may not show up for hours or days. A teen's return to school and sports should be a gradual process that is carefully managed and monitored by a healthcare provider.

Revised January 2019

To learn more,
go to [cdc.gov/HEADSUP](https://www.cdc.gov/HEADSUP)


CDC HEADSUP



School Attendance

Student-athlete must be in school at least half of the school day. They must be present for at least four periods and legally excused. Athletics is an extension of PE (Physical Education). Student-athletes who do not participate or are unprepared for PE will not be eligible for interscholastic athletics that day. Each team member is expected to be present at every practice session including practice sessions scheduled during vacation periods unless legally excused from school or personally excused by the coach. Team members who “cut” a practice session can expect disciplinary action. Tardiness will not be tolerated, but a late arrival pass from a teacher who is giving academic assistance is acceptable and should be presented to the coach.

Suspensions

Out of school Suspension (OSS) - If a student-athlete receives OSS, they are ineligible for their practice/contest the day(s) they are serving their suspension. They may not attend the practice/contest.

In School Suspension (ISS) - If a student-athlete receives a partial or full day ISS, they are ineligible for their practice/contest the day(s) they are serving their suspension. They may not attend the practice/contest.

Dual Participation

Upon request two weeks before a season, student-athletes are expected to contact the Director of Health, PE & Athletics for information on the process.

Transportation

All Waterloo student-athletes are expected to travel to and from contests by means of the transportation provided or organized by Waterloo Central School District. The only exception to this rule is by turning in the *Alternate Transportation Agreement* to the Director of Health, PE and Athletics at least 24 hours in advance. Only SchoolTool emergency contacts are approved to transport student-athletes once the process is followed. All coaches have copies of the form or you can contact the Athletic Office. In addition, it is located on the Waterloo CSD website under “Athletics”.

WATERLOO CENTRAL SCHOOL DISTRICT



Alternate Transportation Agreement

Student Name: _____

Sport/Club: _____ Level (if applicable): _____

Coach/Advisor Name: _____

Contest/Event Date: _____

Contest/Event Location: _____

Direction of Alternate Transportation: _____ "to" the Contest/Event
(Check One) _____ "from" the Contest/Event

Reason for requesting Alternate Transportation: _____

Parent/Guardian Driver: _____
Home Phone: _____ Work: _____ Cell: _____
Insurance Carrier/Info: _____

*Please attach a copy of your Driver's License & will be kept on file.

I hereby claim that the above-named driver will be the only driver of the vehicle during the transport of the above student to the aforementioned contest/event.

Parent/Guardian Signature: _____ Date: _____

Administrative Approval: _____ Date: _____

This request must be delivered to the Director of Health, PE & Athletic, Christal Kent, at Waterloo High School, or by email to christal.kent@waterloocsd.org, at least 24 hours before the athletic contest unless there is an extenuating circumstance. If this is for any other event, it must go to the respective building administration 24 hours in advance.

Injuries

All injuries should be reported immediately to the head coach and they will then fill out a “Student/Visitor Incident Report” and return to the Director of Health, PE and Athletics within 24 hours for athletics. Coaches are expected to inform parents/guardians immediately either verbally or in writing. If a doctor takes your child out of athletics, they must be cleared by the respective doctor before being able to return to participation in athletics.

STUDENT/VISITOR INCIDENT REPORT	
School District: _____	School Name: _____
Student Name: _____	Date: ____/____/____ Time: ____ (am/pm)
Home Address/Telephone: _____ Street City, State, Zip	DOB ____/____/____
Description of Location: _____	Grade: _____
ALLEGED INCIDENT INFORMATION	
Reported By: _____	Date: ____/____/____ Time am/pm: ____
(am/pm) Describe How the Alleged Incident Occurred: _____ _____	
Person Supervising Student: _____	
Please Describe Alleged Injury (include part of body): _____	
Name/Address/Telephone of any witnesses (Please indicate if none): _____	
Was first aid rendered?	YES <input type="checkbox"/> NO <input type="checkbox"/> If Yes, by whom/date/time: _____
Did student remain in school remainder of day/activity?	YES <input type="checkbox"/> NO <input type="checkbox"/> If Yes, by whom/date/time: _____
Did student receive medical attention by a doctor or hospital?	YES <input type="checkbox"/> NO <input type="checkbox"/> If Yes, describe medical attention. If unknown, please state: _____
Name/Address/Telephone # of physician or hospital: _____	
EMERGENCY CONTACT INFORMATION	
Person Contacted/Relationship: _____	
Address: _____	Telephone: _____
Contacted by: _____	Date: ____/____/____ Time (am/pm): _____
If Emergency Contact Was Not Contacted, Please State Reason: _____	
Completed by Name: _____ Date ____/____/____ Title: _____	
Reviewed by Name: _____ Date ____/____/____ Title: _____	

Social Media

Throughout the school year, photographs or videotapes may be taken of students by staff members or pre-approved professionals for use in school and district publications, social media, videos, and web pages. To comply with NYS Education Law 2D on Data Privacy, if you do NOT wish for your child's image to be used, please indicate this in writing to your child's principal each school year. Students are not allowed to take photographs on school property without prior permission from a staff member.

Family Vacations

When parents and student-athletes choose to take their family vacations during the athletic season, it must be understood that the time missed by the student can affect team chemistry and personal conditioning. Students who miss practices and/or contests for any reason may have their position or playing time adjusted.

The Role of Club Sports

At Waterloo, we encourage our students to participate in a variety of activities. We want our student-athletes to play multiple sports. It is good for our student-athletes and necessary for our school to maintain enough members on each of our teams. However, student-athletes who play multiple sports annually often find themselves pulled in many directions by their coaches, both from within the district and from community-based teams, and by their personal interests. We believe an in-season student-athlete needs to be fully committed to their team. All coaches want their student-athletes to be dedicated and focused on the current sport that they are playing.

Student-athletes are welcome to participate in club sports or travel teams whenever it does not interfere with their in-sport season. We do expect our student-athletes to be committed first and foremost to the in-season sport they are participating in at Waterloo Central School District.

Coaches certainly try to work with their student-athletes to accommodate all sorts of activities, but when student-athletes miss practices or games due to participation in another sport or with another team, they should expect a logical consequence, particularly a loss of playing time.

Playing a sport is a privilege, not a right, and certain guidelines must be established. We all have to make choices at times and, based on priorities, it may be necessary for a student-athlete to make a choice between playing on a school team in season or participating with a travel program, etc. We understand the choice the student-athlete has to make but want the student-athlete and his or her parents to understand that such choices do have a negative impact on the rest of the team. Regardless of the student-athletes' athletic abilities, such decision may carry consequences.