Williamson Central School District

Physical Education Plan
2026-2027

March 2026
Updated August 2026

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Board of Education Approved: 9/2/2026

Introduction

The Williamson Central School District is committed to providing a comprehensive physical education program that equips every student with the knowledge, skills, and confidence to lead an active, healthy lifestyle. Through developmentally appropriate instruction in grades K–12, students build movement competency, physical fitness, personal responsibility, teamwork, and lifelong wellness habits.

The district's physical education program is aligned with the New York State Learning Standards for Physical Education and provides opportunities for students to develop:

- competency in movement skills and physical fitness;
- understanding of health, wellness, and lifetime fitness;
- responsible personal and social behaviors;
- appreciation for lifelong physical activity; and
- awareness of career opportunities related to health and physical activity.

Adapted Physical Education services are provided, as appropriate, for students with disabilities through their Individualized Education Programs (IEPs) or Section 504 Plans.

Required Instruction

Physical education classes in grades K–12 are conducted in accordance with Title IX and New York State requirements. All students shall attend and participate in the required physical education program consistent with §135.4(c)(3). Students participate in coeducational classes that promote inclusion, respect, and equitable participation.

Grades K-4

This Physical Education Plan has been developed in accordance with Section 135.4 of the Regulations of the Commissioner of Education and the New York State Learning Standards for Physical Education. Students in grades K-4 at the Williamson Elementary School are provided with physical education for at least 120 minutes per six day cycle. This is accomplished as follows:

- Students in grades K-4 participate in co-educational classes.
- Male and female students report to physical education classes at the same time and are instructed together.
- Physical education instruction is provided by a New York State-certified physical education teacher.

In addition to scheduled physical education instruction, elementary students participate in a 30-minute daily physical activity period designed to promote movement, physical activity, social interaction, and healthy habits. Activities may include structured games, movement activities, outdoor recreation, and other developmentally appropriate opportunities for active participation.

Grades 5-6

This Physical Education Plan has been developed in accordance with Section 135.4 of the Regulations of the Commissioner of Education and the New York State Learning Standards for Physical Education. Students in grades 5–6 at Williamson Middle School are provided with physical education for at least 120 minutes per six day cycle, as required by New York State. This is accomplished as follows:

- Students in grades 5–8 participate in co-educational physical education classes.
- Male and female students report to physical education classes at the same time and are instructed together.
- Physical education instruction is provided by a New York State-certified physical education teacher.

In addition to scheduled physical education instruction, grades 5-6 students participate in a 20-minute every other day physical activity period designed to promote movement, physical activity, social interaction, and healthy habits. Activities may include structured games, movement activities, outdoor recreation, and other developmentally appropriate opportunities for active participation.

Grades 7-12

This Physical Education Plan has been developed in accordance with Section 135.4 of the Regulations of the Commissioner of Education and the New York State Learning Standards for Physical Education. Students in grades 7–12 at Williamson Middle/High School are provided with physical education for at least 120 minutes per six day cycle throughout the school year as required by New York State. This is accomplished as follows:

- Students in grades 7–12 participate in co-educational physical education classes.
- Male and female students report to physical education classes at the same time and are instructed together in accordance with Title IX regulations.
- Physical education instruction is provided by New York State-certified physical education teachers and includes a variety of individual, dual, team, fitness, and lifetime activities designed to promote lifelong physical activity, personal fitness, and responsible participation.

In addition to scheduled physical education instruction, grades 7-8 students participate in a 20-minute every other day physical activity period designed to promote movement, physical activity, social interaction, and healthy habits. Activities may include structured games, movement activities, outdoor recreation, and other developmentally appropriate opportunities for active participation.

Sample student schedules for each building (elementary, middle, and high school) are attached. (Sample Schedule Folder)

Adapted Physical Education

Adapted Physical Education is provided, as appropriate, for students with disabilities who are unable to safely or successfully participate in the regular physical education program. Services are provided in

accordance with a student's Individualized Education Program (IEP) or Section 504 Plan and are designed to address the student's individual strengths, needs, abilities, and limitations. The program may include adapted developmental activities, games, sports, fitness, and other physical activities, with the level of participation determined by individual student needs. Students receiving Adapted Physical Education are provided services consistent with New York State Education Department instructional time requirements.

For students with temporary or ongoing medical or activity limitations, documentation from an appropriate licensed health care provider should identify the portions of the physical education program in which the student may safely participate. A medical limitation does not automatically exempt a student from physical education; students participate to the extent appropriate and medically permitted.

Physical Education Program Overview

Program Philosophy

Williamson Central School District believes physical education is an essential component of every student's education. The district's physical education program is designed as a developmental K–12 program that builds the knowledge, skills, confidence, and healthy habits necessary to support lifelong physical activity and wellness.

Instruction follows a sequential progression across grade levels and supports the development of students' physical, social, emotional, and cognitive skills. Students develop movement competency, physical fitness, teamwork, leadership, problem-solving, and personal responsibility while building an appreciation for lifelong physical activity.

The curriculum provides developmentally appropriate experiences in basic and creative movement, rhythms and dance, games, perceptual-motor skills, individual and team sports, gymnastics, fitness, lifetime activities, outdoor recreation, and aquatics when facilities and opportunities permit. Through these experiences, students are encouraged to challenge themselves, collaborate with others, demonstrate leadership, and develop trust, respect, and perseverance.

As students progress through the program, instruction increasingly emphasizes goal setting, self-assessment, personal fitness planning, and informed decision-making. These experiences prepare students to develop healthy habits, make informed choices, and take increasing responsibility for their personal health and wellness.

Physical education is a required subject for all students in grades K–12. Upon reaching the commencement level of the New York State Learning Standards for Physical Education, students will possess the knowledge, skills, and dispositions to participate confidently in a variety of physical activities; understand the benefits of maintaining a healthy, active lifestyle; evaluate and access community resources that support lifelong wellness; and recognize career opportunities within physical education, health, fitness, recreation, and sport.

Curriculum Summary

Elementary School (Grades K–4)

The elementary physical education program emphasizes the development of fundamental movement skills and movement confidence through cooperative games, team activities, physical fitness, health and wellness concepts, and lifetime physical activities. Instruction focuses on building foundational skills, positive sportsmanship, teamwork, and an enjoyment of physical activity.

Middle School (Grades 5–8)

The middle school program expands upon elementary skills by providing students with experiences in large-group games, cooperative activities, team sports, physical fitness, health and wellness, and lifetime activities. Instruction emphasizes skill refinement, strategy, personal responsibility, collaboration, and the development of lifelong healthy habits.

High School (Grades 9–12)

The high school physical education program offers a diverse range of activities designed to promote lifelong physical activity, personal fitness, and overall wellness. Students participate in team sports, partner and individual activities, aerobic fitness, dance, physical fitness, health and wellness, and lifetime recreation activities. Students seeking advanced opportunities in personal fitness and wellness may enroll in Advanced Lifetime Fitness I and Advanced Lifetime Fitness II, elective courses that provide in-depth study of strength training, kinesiology, nutrition, fitness assessment, and individualized fitness planning.

Detailed curriculum documents, including unit overviews and learning progressions, are maintained in the District Physical Education Curriculum folder.

Assessment

Elementary School Assessment includes visual teacher assessment with verbal feedback, class/group discussion, individual assessment and group and individual project work.

<u>Grading Policy:</u>

Students in elementary physical education are graded based on grade specific benchmarks that correlate with the NYS and National Physical Education standards. Students are assessed in three categories which coincide with the grade level expectations. The categories are as follows: preparation, participation, motor skills, content knowledge and application.

4- Advanced: exceeds the standards
3- Proficient: meets the standards
2- Basic: adequately meets the standards
1- Minimal: needs work meeting the standards

Below you will find a detailed explanation of each category as it relates to the standard expectations.

Preparation/Participation- Behavior, attitude, effort, sportsmanship, and cooperation.

4- Always listens and follows directions, displays a positive attitude in class, demonstrates a high level of cooperation and sportsmanship. Willing to help others, shows interest, enthusiasm and overall excellent effort. Always comes prepared with sneakers.

3- Usually listens and follows directions, displays a positive attitude, demonstrates cooperation and sportsmanship, shows interest, enthusiasm, and overall good effort. Usually it is prepared with sneakers.

2- Needs reminders to listen and follow directions, occasionally lacks cooperation and sportsmanship, demonstrates lack of interest, enthusiasm and effort. Occasionally does not come prepared with sneakers.

1- Often needs several prompts when given directions. Has a difficult time cooperating and showing sportsmanship. Lacks interest and effort. Frequently sits out and or does not bring sneakers.

Motor Skills- Gross and fine motor skills development relative to grade level expectations.

4- Demonstrates competency in all gross and fine motor skills and proficiency in some skills relative to grade level.

3- Demonstrates or is moving towards competency in all gross and fine motor skills and proficiency in few, relative to grade level.

2- Lacks competency in some gross and/or fine motor skills relative to grade level

1- Has difficulty demonstrating age appropriate competency in most gross and fine motor skills

Content Knowledge and or Application- Motor skills knowledge and vocabulary. Application of knowledge to an activity setting.

4- Applies teacher feedback to improve skill performance. Identifies characteristics of correct motor skill performance. Applies movements, concepts, and strategies in activity settings.

3- Applies most teacher feedback to improve skill performance. Identifies characteristics of correct motor skill performance. Applies movements, concepts and strategies in activity settings.

2- Applies some teacher feedback to improve skill performance. Is able to identify most characteristics of correct motor skill performance. Applies some movements, concepts and strategies in an activity setting.

1- Has difficulty applying teacher feedback to improve motor skills. Unable to identify some components of correct motor skill performance. Is not able to apply knowledge in an activity setting.

Middle School Assessment involves teacher assessment with verbal feedback, class/group discussion, personal goal setting, peer observation, verbal question and answer, written assessment of rules, Athlete of the Month Award, and technology (heart rate and pulse rate monitors) to provide immediate feedback to students.

<u>Grading Policy</u>:

Students will receive a Pass/Fail grade based on attendance, preparedness, participation, attitude, effort, and work habits.

4- Always listens and follows directions, displays a positive attitude in class, demonstrates a high level of cooperation and sportsmanship. Willing to help others, shows interest, enthusiasm and overall excellent effort. Always comes prepared with sneakers.
3- Usually listens and follows directions, displays a positive attitude, demonstrates cooperation and sportsmanship, shows interest, enthusiasm and overall good effort. Usually comes prepared with sneakers.
2- Needs reminders to listen and follow directions, occasionally lacks cooperation and sportsmanship, demonstrates lack of interest, enthusiasm and effort. Occasionally does not come prepared with sneakers.
1- Often needs several prompts when given directions. Has a difficult time cooperating and showing sportsmanship. Lacks interest and effort. Frequently sits out and or does not bring sneakers.

High School Assessment involves skills testing, teacher observation, peer review, and class discussions. Students set individual fitness goals each year. Progress is revisited throughout the semester. Students in the High School receive a numerical grade for PE each marking period.

Grading Policy:

Daily grades (5 points total) are determined by attendance, wearing appropriate athletic attire, demonstrating positive attitude and sportsmanship, using appropriate language, and actively participating in warm-ups and class activities.

- 1 point- Attendance/present in class
- 1 point- Athletic clothing (sneakers and athletic shorts or pants)
- 1 point- Attitude/Sportsmanship/Appropriate Language
- 1 point- Active participation during warm-up
- 1 point- Active participation during class activity

Students enrolled in Advanced Lifetime Fitness I and II complete additional assessments that include individualized fitness planning, goal setting, application of exercise science concepts, and personal reflection on progress toward lifelong wellness goals.

Class Makeups- If you are absent from class for any reason, you will not receive credit for that day's class time. You can make up the class by completing an activity log and turning it into schoology (paper copies also available). The log must include at least 30 minutes of physical activity. Please be specific as to the activity. Additionally, athletic practices or any physical activity that takes place outside of students regularly scheduled class time can account for the five daily points.

Student Records

Appropriate cumulative records are maintained for each student documenting the essential features of the student's physical education program and progress. These records are maintained as part of the student's educational record and are transferred with the student's academic record when the student transfers to another school.

Physical Education Program Leadership and Supervision

Leadership and oversight of the district's physical education program are provided collaboratively by the Director of Athletics and the Physical Education Content Area Standards Leader. Together, these roles support program implementation, curriculum and standards alignment, instructional practices, professional learning, and compliance with New York State requirements. The Director of Athletics provides administrative oversight of interscholastic athletics and related athletic programs. Intramural Athletics

Instructional and Supplementary Personnel

Physical education instruction is provided by appropriately certified physical education teachers. Teacher assistants, aides, student teachers, practicum students, or other supplementary personnel may support students and instructional activities as appropriate but do not independently provide required physical education instruction. When utilized, such personnel work under the direction and supervision of appropriately certified district staff.

Intermurals

Students in grades 5-6 have the opportunity to participate in intramural activities during the after school activity period (tenth period). It is forty minutes in length throughout the year. The Intramural activities offered are consistent with the unit being taught in physical education classes at that time.

Interscholastic Athletics

Interscholastic Athletics are available for students in grades 7-12. Opportunities for each season are:

Fall	Winter	Spring
Soccer	Basketball	Track & Field
Cross-Country	Indoor Track	Baseball
Volleyball	Wrestling	Softball
Girls Tennis	Swimming	Boys Tennis
Golf	Alpine Skiing	Flag Football
Football	Bowling	

Goals and objectives of the interscholastic athletic programs, selection and classification, coaching requirements, awards, codes of conduct/discipline policy are attached (Athletic Handbook/Code of Conduct Folder).

Personnel

- Elementary Physical Education (UPK–4): Instruction is provided by two New York State-certified K–12 Physical Education teachers.
- Middle School Physical Education (Grades 5–8): Instruction is provided by one New York State-certified K–12 Physical Education teacher.
- High School Physical Education (Grades 9–12): Instruction is provided by 1.5 full-time equivalent (FTE) New York State-certified K–12 Physical Education teachers.
- Adapted Physical Education (K–12): Instruction is provided by a New York State-certified K–12 Physical Education teacher, with services delivered based on individual student needs as determined through the Committee on Special Education (CSE) process and in accordance with each student's Individualized Education Program (IEP).

Coaching staff in the Williamson Central School District meet all regulations including First Aid, CPR/AED and required coaching courses. Non-teacher coaches meet all requirements including temporary coaching certificate or professional coaching license. All required certificates for teacher and non-teacher coaches are on file with the District Office.

Facilities

Williamson Elementary (Grades UPK-4)
6036 Highland Avenue PO Box 900
Williamson, NY 14589

Facilities include: One gymnasium, two restrooms, one storage room, and one office. Outside facilities include: an open field area, a softball field, three playgrounds, an outdoor basketball court, and one soccer field.

Williamson Middle School (Grades 5-8)
4184 Miller Street PO Box 900
Williamson, NY 14589

Facilities include: One gymnasium, two locker rooms, two fitness rooms, one storage room, and two closets. Outside facilities include: one soccer field, one baseball field, and two tennis courts.

Williamson High School (Grades 9-12)
5891 Route 21 PO Box 900
Williamson, NY 14589

Facilities include: One gymnasium, two locker rooms, two storage closets, one storage room, twenty five hallway lockers, one fitness room, one wrestling room, and two offices. Outside facilities include: three tennis courts, one track, three soccer practice fields, one stadium soccer field, track and field event areas (high jump, discus, long jump, triple jump, shot put, pole vault), one stadium storage room.

Use of Nonschool Facilities: Required physical education instruction is primarily conducted in district facilities. Nonschool facilities may be utilized when appropriate to expand instructional opportunities and are used in accordance with district procedures for student supervision, safety, and transportation.

Class Size and Grouping

Physical education classes are scheduled and grouped to support safe, effective, and developmentally appropriate instruction. Class size and student groupings are considered in relation to the nature of the activity, available instructional space, equipment, student needs, and appropriate supervision. Teachers may adjust student groupings and instructional activities as necessary to promote student safety, participation, and access to instruction.

Interscholastic Program Use:

All Williamson interscholastic athletics have use of district facilities.

Community Use of Facilities:

Track
Gymnasium (With district approval)
Tennis courts
Playgrounds
Outdoor Fields

Conclusion

Williamson Central School District believes that physical education is an essential component of a well-rounded education. Our comprehensive K–12 program is designed to develop physically literate, healthy, and confident learners who value lifelong wellness and active living. By maintaining a guaranteed and viable physical education program grounded in the New York State Learning Standards and informed by continuous reflection and improvement, the district remains committed to ensuring every student has the knowledge, skills, and experiences necessary to lead a healthy, active, and productive life.

Student safety is embedded throughout the physical education program through instruction in proper techniques, appropriate supervision, equipment inspection, emergency procedures, and safe participation practices. Physical education teachers participate in ongoing professional learning to remain current in instructional practices, assessment, adapted physical education, CPR/AED, and New York State requirements, ensuring students receive high-quality instruction in a safe and supportive learning environment.

Plan Review and Maintenance

The district's physical education curriculum is reviewed regularly by physical education teachers and district administration to ensure continued alignment with the New York State Learning Standards, current instructional practices, and student needs. This Physical Education Plan will be reviewed periodically and updated as needed to ensure continued compliance with New York State Education Department requirements and alignment with district priorities. The current Board-approved Physical Education Plan is maintained by the District Office and filed with the New York State Education Department in accordance with Commissioner's Regulation §135.4.