

Spackenkill Union Free School District

Physical Education Plan



Board of Education

Approved: 8-7-18

Spackenkill Union Free School District
Poughkeepsie, New York
District ID 131602020005
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I. School District Demographics/Location/Number of Students

	2014-15	2015-16	2016-17
Eligible for Free Lunch	18%	20%	19%
Eligible for Reduced Lunch	3%	4%	3%
Economically Disadvantaged	23%	25%	23%
English Language Learners	2%	1%	1%
Students With Disabilities	13%	13%	13%
Racial/Ethnic Origin			
American Indian Or Alaska Native	0%	0%	0%
Black Or African American	9%	10%	10%
Hispanic Or Latino	11%	11%	13%
Asian Or Native Hawaiian/Other Pacific Islander	14%	13%	12%
White	63%	63%	62%
Multiracial	3%	3%	3%
Female	50%	50%	50%

SPACKENKILL UFSD

Enrollment

	2014-15	2015-16	2016-17
Pre-K	0	0	0
Kindergarten	69	91	88
Grade 1	93	71	97
Grade 2	106	92	73
Grade 3	105	106	96
Grade 4	100	108	114
Grade 5	101	104	111
Grade 6	111	110	109
Ungraded Elementary	3	4	4
Grade 7	95	116	109
Grade 8	127	99	117
Grade 9	146	131	108
Grade 10	125	140	128
Grade 11	146	122	136

Grade 12	129	146	119
Ungraded Secondary	1	0	1
Total	1,457	1,440	1,410

Our Schools



Nassau Elementary School

Grades K-2

7 Nassau Road
 Poughkeepsie, NY 12601
 Phone: 845.463.7844
 Fax: 845.463.7842

Principal: Nancy Ferrarone
nancy.ferrarone@sufsdny.org



Hagan Elementary School

Grades 3-5

42 Hagan Drive
 Poughkeepsie, NY 12603
 Phone: 845.463.7840
 Fax: 845.463.7881

Principal: John Farrell
john.farrell@sufsdny.org



Orville A. Todd Middle School

Grades 6-8

11 Croft Road
 Poughkeepsie, NY 12603
 Phone: 845.463.7830
 Fax: 845.463.7832

Principal: Daniel Doherty



Spackenkill High School

Grades 9-12

112 Spackenkill Road
 Poughkeepsie, NY 12603
 Phone: 845.463.7810
 Fax: 845.463.7826

Principal: Steven Malkischer

II. Physical Education Plan

A. Program Goals and Objectives

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

Spackenkill Union Free School District has developed and maintained a continuous and comprehensive program in physical education at both the elementary and secondary levels.

The Spackenkill physical education curriculum should be concerned with the total well-being of students and should encompass the cognitive, affective, and psychomotor domains. Our program recognized this and offers a wide variety of activities that serve as the basis for developing an active and healthy lifestyle. Students will be exploring concepts in body development, individual skills, personal health/fitness and ways to continue developing this, maintain wellness, and skills and strategies for lifelong participation in activity.

The mission of the Spackenkill physical education program is to empower all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life.

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

New York State Physical Education Learning 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.

Key Idea: Students will:

1. perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.
2. design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

Standard 2 - A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Key Idea: Students will:

1. demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.
2. be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

Standard 3 - Resource Management

Students understand and be able to manage their personal and community resources

Key Idea: Students will:

1. will be aware of and able to access opportunities available to them within their community to engage in physical activity.
2. be informed consumers and be able to evaluate facilities and programs.
3. be aware of some career options in the field of physical fitness and sports.

National Physical Education Standards

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

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

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

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

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

B. Required Instruction - Physical Education

Nassau Elementary School (Grades K-2):

- All Nassau students have physical education three times a week in a five day cycle (A,B,C,D,E). Each class is 40 minutes.
- All physical education classes are co-educational.

Hagan Elementary School (Grades 3-5):

- All Hagan students have physical education three times a week in a five day cycle (A,B,C,D,E). Two classes are 40 minutes and one class is 30 minutes in the five day cycle.
- All physical education classes are co-educational.

In grades K - 3, our classroom teachers, under the supervision of our PE teachers and the Director of Physical Education, integrate physical education lessons into the classroom. The teachers have used programs such as the peaceful playground, great body shop, classroom energizers, and yoga tools for schools to incorporate physical education curriculum into their classroom instruction.

Todd Middle School (Grades 6-8):

- All middle school students receive physical education instruction on alternating days for 40 minutes. All physical education classes are co-educational. This averages out to 100 minutes per week for the school year.

High School School (Grades 9-12):

- All high school students in grades 9-12 receive physical education on alternating days for 41 minutes. All physical education classes are co-educational. This averages out to 102.5 minutes per week for the school year.

C. Curriculum Design

The Spackenkill Union Free School District has aligned the K-12 Physical Education curriculum with the New York State Learning Standards. The Physical Education department uses Rubicon Atlas software for curriculum management, design, review, and revision. The following examples of our K-12 curriculum maps are designed with appropriate assessments to measure student progress:

Physical Education: Grades K - 2 Curriculum Map

Building a Foundation (Week 1 - Week 4)

- *Essential Questions:*How can we stay safe when we are in the gym?
- *Assessments & Evaluative Criteria:*DBody and Space Awareness Summative: Other: Teacher Observation Children...
- *Skills:*Locomotor Skills:walk, jump, hop, run, gallop, side-slide, skip and...
- *Content:*To enhance their social and personal development, children learn to share,...
- *NYS Learning Standards & CCLS:*NYS: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*This introductory unit establishes class environment, behavioral...
- *Big Ideas / Enduring Understandings:*The students will understand body and spatial awareness.The students will...
- *Key Terms / Vocabulary:*Level: low, medium, high Pathway: straight, curved, zig zag Tempo: slow,...
- *Application of Goals:*Students will be able to use their learning to participate in the class...

Movement Awareness (Week 4 - Week 8)

- *Essential Questions:*How can we stay safe when we are in the gym?How can I do the right thing...
- *Assessments & Evaluative Criteria:*D Other: Teacher Observation
- *Skills:*-Walking, jumping, hopping, running, galloping, side-sliding, skipping and...
- *Content:*Students will know the fundamentals of movement.Students will know the...
- *NYS Learning Standards & CCLS:*NYS: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*There are 8 basic locomotor skills used to move the body from place to...
- *Big Ideas / Enduring Understandings:*The students will understand that it is important to stay in their own...
- *Key Terms / Vocabulary:*Boundaries: corners, sides, ends, middle, walls, ceiling, floor,...
- *Application of Goals:*Students will be able to use their learning to independently and on their..

Kicking and Trapping (Week 8 - Week 10)

- *Essential Questions:*How does this help me stay healthy?How did I help my partner today?
- *Assessments & Evaluative Criteria:*D Formative: Other: Teacher Observation
- *Skills:*-passing-trapping-dribbling-kicking for accuracy
- *Content:*Students will demonstrate how to dribble, pass, and kick a ball with their...
- *NYS Learning Standards & CCLS:*NYS: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*This unit focuses on the development of foot-striking skills, such as...
- *Big Ideas / Enduring Understandings:*The students will understand when to use the correct skill at the correct...
- *Key Terms / Vocabulary:*left right pass trap dribble kick cooperate
- *Application of Goals:*Students will be able to use their learning to participate in the class...

Hoop Play (Week 11 - Week 12)

- *Essential Questions:*How can we stay safe when we are in the gym?How can we use our hoop?
- *Assessments & Evaluative Criteria:*D Other: Teacher Observation
- *Skills:*Locomotor Skills:walk, jump, hop, run, gallop, side-slide, skip and...
- *Content:*To enhance their social and personal development, children learn to share,...
- *NYS Learning Standards & CCLS:*NYS: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*Manipulating objects of shapes, sizes, weights, and textures offers...
- *Big Ideas / Enduring Understandings:*The students will understand body and spatial awareness.The students will...
- *Key Terms / Vocabulary:*Manipulation: Spinning and rolling Relay: Taking turns, waiting for your...
- *Application of Goals:*Students will be able to use their learning to participate in the class...

Beanbag Play (Week 13 - Week 14)

- *Essential Questions:*How did I help my partner today?Which hand do I like to throw and catch...
- *Assessments & Evaluative Criteria:*D Formative: Other: Teacher Observation
- *Skills:*-tossing a bean bag with their right and left hands-catching a bean bag...
- *Content:*Students will demonstrate how to balance a bean bag on different parts of...
- *NYS Learning Standards & CCLS:*NYS: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*Children explore manipulating and moving with bean bags in many fun and...
- *Big Ideas / Enduring Understandings:*The students will understand that moving in different ways will help them...
- *Key Terms / Vocabulary:*leftrigh ttoss catch aim rainbow
- *Application of Goals:*Students will be able to use their learning to participate in the class...

Balloon Play (Week 15 - Week 16)

- *Essential Questions:*How can we stay safe when we are in the gym?How can we play safely with...
- *Assessments & Evaluative Criteria:*D Other: Teacher Observation
- *Skills:*Locomotor Skills:walk, jump, hop, run, gallop, side-slide, skip and...
- *Content:*To enhance their social and personal development, children learn to share,...
- *NYS Learning Standards & CCLS:*NYS: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*Balloons can be used to introduce and develop many of the skills required...
- *Big Ideas / Enduring Understandings:*The students will understand body and spatial awareness.The students will...
- *Key Terms / Vocabulary:*Level: low, medium, high Directions: backward, forward, sideways, upward,...
- *Application of Goals:*Students will be able to use their learning to participate in the class...

Paddle Play (Week 17 - Week 18)

- *Essential Questions:*How did I help my partner today?Which hand do I like to use when I hold my...
- *Assessments & Evaluative Criteria:*D Formative: Other: Teacher Observation
- *Skills:*-hitting a balloon with a paddle-striking a beach ball with a...
- *Content:*Students will demonstrate how to keep a balloon up in the air using a...
- *NYS Learning Standards & CCLS:*NYS: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*Children explore using a paddle to strike different objects beginning with...
- *Big Ideas / Enduring Understandings:*The students will understand that moving in different ways will help them...
- *Key Terms / Vocabulary:*balloon beach ball strike hit paddle bean bag left right toss
- *Application of Goals:*Students will be able to use their learning to participate in the class..

Ball Play (Rolling & Bouncing) (Week 19 - Week 20)

- *Essential Questions:*How can we stay safe when we are in the gym?How can we check for good...
- *Assessments & Evaluative Criteria:*D Performance: Skill Demonstration
- *Skills:*Locomotor Skills:walk, jump, hop, run, gallop, side-slide, skip and...
- *Content:*To enhance their social and personal development, children learn to share,...
- *NYS Learning Standards & CCLS:*NYS: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*This unit focuses on the fundamental skills of rolling and bouncing a...
- *Big Ideas / Enduring Understandings:*The students will understand body and spatial awareness.The students will...
- *Key Terms / Vocabulary:*Level: low, medium, high Pathway: straight, curved, zig-zag Directions:...
- *Application of Goals:*Students will be able to use their learning to participate in the class...

Bowling (Week 21 - Week 22)

- *Essential Questions:*What can an individual do with their family and friends outside of school...
- *Assessments & Evaluative Criteria:*D Summative: Performance: Skill Demonstration
- *Skills:*Four-Step Approach:Stance position - holding the ball with the correct...
- *Content:*To enhance their coordination, promote self-esteem, and introduce them to...
- *NYS Learning Standards & CCLS:*NYS: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*Bowling will enhance coordination, promote self-esteem, and introduce...
- *Big Ideas / Enduring Understandings:*The students will understand that the object of bowling is to knock down...
- *Key Terms / Vocabulary:*Approach: The area that begins with the front edge of a lane, and ends at...
- *Application of Goals:*Students will be able to use their learning to participate in the class...

Jump Rope For Heart (Week 23)

- *Essential Questions:*What happens to your body when you exercise?What does food provide for the...
- *Skills:*Cardiovascular activities
- *Content:*That their heart is the strongest and most important muscle in their...
- *NYS Learning Standards & CCLS:*NYS: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*Jump Rope For Heart is designed with 4 simple goals:1. Get kids active.2....
- *Big Ideas / Enduring Understandings:*The students will understand the importance of developing heart-healthy...
- *Key Terms / Vocabulary:*Heart Fruits Vegetable Cardio Fitness Nutrition
- *Application of Goals:*Students will be able to use their learning to participate in the class...

Scooter Play (Week 24 - Week 25)

- *Essential Questions:*How does this help me stay healthy?Why should an individual control their...
- *Assessments & Evaluative Criteria:*D Formative: Performance: Skill Demonstration
- *Skills:-* riding on a scooter while sitting- riding on a scooter while laying...
- *Content:*Students will know the safety rules of scooters Students will know how to...
- *NYS Learning Standards & CCLS:*NYS: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*Playing on scooters gives children an opportunity to explore various ways...
- *Big Ideas / Enduring Understandings:*The students will understand how to move on a scooter safely and...
- *Key Terms / Vocabulary:*push pull scooter
- *Application of Goals:*Students will be able to use their learning to participate in the class...

Parachute Play (Week 26 - Week 27)

- *Essential Questions:*What is teamwork?Why is sharing important?How does being a good listener...
- *Assessments & Evaluative Criteria:*D Other: Teacher Observation
- *Skills:*Holding the parachute with 2 hands.Lifting and shaking the...
- *Content:*Introduce teamwork and cooperative skills.Recognize the importance of...
- *NYS Learning Standards & CCLS:*NYS: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*Parachutes are great at any time because they require all players,...
- *Big Ideas / Enduring Understandings:*The students will understand the overhand grip, underhand grip, crossover...
- *Key Terms / Vocabulary:*Bicep Tricep Inflation
- *Application of Goals:*Students will be able to use their learning to participate in the class...

Stick Play (Hockey) (Week 28 - Week 30)

- *Essential Questions:*How can we move safely in the gym while carrying our hockey stick?How can...
- *Assessments & Evaluative Criteria:*D Formative: Other: Teacher Observation
- *Skills:*Manipulation Holding the stick (control)Stick-handling control; alertness;...
- *Content:*As they perform the different tasks and challenges how to stop and...
- *NYS Learning Standards & CCLS:*NYS: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*Children explore using a hockey stick in a variety of movement tasks,...
- *Big Ideas / Enduring Understandings:*The students will understand how to properly hold the stick and carry the...
- *Key Terms / Vocabulary:*Handle, shaft, blade Carrying, dribbling, stick-handling Puck
- *Application of Goals:*Students will be able to use their learning to participate in the class...

Catching and Throwing (Week 31 - Week 33)

- *Essential Questions:*Why do we step forward with the opposite foot when throwing?Who will name...
- *Assessments & Evaluative Criteria:*D Formative: Performance: Skill Demonstration
- *Skills:*Throwing overhand to a target on the wall and moving back as they achieve...
- *Content:*Stand sideways to your target, if you throw with your right hand, your...
- *NYS Learning Standards & CCLS:*NYS: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*Students practice throwing for accuracy and distance, at both stationary...
- *Big Ideas / Enduring Understandings:*Students will review the fundamentals of a good underhand throw: Step into...
- *Key Terms / Vocabulary:*Pitcher and Catcher Underhand throw and overhand throw
- *Application of Goals:*Students will be able to use their learning to participate in the class...

Striking (Batting) (Week 34 - Week 35)

- *Essential Questions:*How can we stay safe when we are batting?Why do we stand sideways when...
- *Assessments & Evaluative Criteria:*D Formative: Performance: Skill Demonstration
- *Skills:*facing the tee in the proper direction having the correct hand on...
- *Content:*how to strike a ball off a tee how to look around before swinging
- *NYS Learning Standards & CCLS:*NYS: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*Place both hands together on the bat, near the end. Grip the bat with your...
- *Big Ideas / Enduring Understandings:*Students will understand stance; grip; swing.
- *Key Terms / Vocabulary:*home platebasesfielderspitchercatcher
- *Application of Goals:*Students will be able to use their learning to participate in the class...

Special Games (Relays, Games & Field Day) (Week 36 - Week 38)

- *Essential Questions:*What does it mean to tag safely?Who can tell us a strategy you used to...
- *Assessments & Evaluative Criteria:*D Formative: Other: Teacher Observation
- *Skills:*locomotor movements all previous unit skills
- *Content:*what boundaries mean
- *NYS Learning Standards & CCLS:*NYS: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*Games are an important part of the physical education curriculum. Through...
- *Big Ideas / Enduring Understandings:*The students will understand that they will follow their team leaders.The...
- *Key Terms / Vocabulary:*Field day Stations Relay
- *Application of Goals:*Students will be able to use their learning to understand behavioral...

Physical Education: Grades 3 - 5 Curriculum Map

Cooperative Activities (Week 1 - Week 3)

- *Essential Questions:*How did I challenge myself during the lesson today? How does activity keep...
- *Assessments & Evaluative Criteria:* Cooperation checklist Formative: Performance Assessment There is a...
- *Skills:*Communication Developing trust Working in small groups to accomplish a...
- *Content:*-why communication is important-how to be a good teammate-what to expect...
- *NYS Learning Standards & CCLS:*NYS: Health, Phys Ed, FCS NYS: Elementary Personal Health and Fitness...
- *Unit Overview:*The students will get an opportunity to learn expectations and rules of...
- *Big Ideas / Enduring Understandings:*-Cooperation skills will be used throughout the year-Communication both...
- *Key Terms / Vocabulary:*CooperationCommunicationTrustCompromiseSportsmanship
- *Application of Goals:*Sportsmanship is key to being successful in anything that you do in life....

Soccer (Week 4 - Week 6)

- *Essential Questions:*How did I challenge myself during the lesson today? How does activity keep...
- *Assessments & Evaluative Criteria:* 3rd Grade Dribbling Self-Assessment Formative: Performance: Authentic...soccer rubric: Dribbling- 4- eyes up and down, use both feet, u...
- *Skills:*dribbling passing shooting trapping throw-ins corner kick goal keeping...
- *Content:*Students will understand and be able to use soccer specific vocabulary...
- *NYS Learning Standards & CCLS:*NYS: Health, Phys Ed, FCS NYS: Elementary Personal Health and Fitness...
- *Unit Overview:*Students will participate in a soccer unit while developing their skills...
- *Big Ideas / Enduring Understandings:*Students will understand that playing cooperatively is more effective than...
- *Key Terms / Vocabulary:*forward midfielder defense goalie throw-in corner kick goal kick trapping...
- *Application of Goals:*Sportsmanship is key to being successful in anything that you do in life....

Ultimate Frisbee unit (Week 7 - Week 9)

- *Essential Questions:* How did I challenge myself during the lesson today? How does activity keep...
- *Assessments & Evaluative Criteria:* Ultimate Frisbee Peer Assessments
- *Skills:*Throwing and catching a Frisbee Throwing and catching a football Throwing...
- *Content:*-Students will understand and be able to use vocabulary associated with...
- *Unit Overview:*Students will participate in an Ultimate unit while developing their...
- *Big Ideas / Enduring Understandings:*Students will understand that playing cooperatively is more effective than...
- *Key Terms / Vocabulary:*Offense Defense Possession Thrower/quarterback Receiver Side lines End...
- *Application of Goals:*Sportsmanship is key to being successful in anything that you do in life....

Holiday activities- Halloween (Week 9)

- *Essential Questions:*How did I challenge myself during the lesson today? How does activity keep...
- *Assessments & Evaluative Criteria:* Formative: Other: Teacher Observation
- *Skills:*reading food labels categorizing healthy vs. unhealthy food categorizing...
- *Content:*Students will understand vocabulary associated with Halloween Students...
- *NYS Learning Standards & CCLS:*NYS: Health, Phys Ed, FCS NYS: Elementary Personal Health and Fitness...
- *Unit Overview:*The students will play games that are cooperative in nature and are themed...
- *Big Ideas / Enduring Understandings:*Students will understand that playing cooperatively is more effective than...
- *Key Terms / Vocabulary:*Halloween candy protein carbohydrate fats/oils fruit vegetable sodium...
- *Application of Goals:*Sportsmanship is key to being successful in anything that you do in life....

Kidnastics (Week 10 - Week 12)

- *Essential Questions:*How did I challenge myself during the lesson today? How does activity keep...
- *Assessments & Evaluative Criteria:* Other: Teacher Observation
- *Skills:*Vaulting Wheeling Rolling Balancing Jumping Scales
- *Content:*-Students will be able to demonstrate body control in space-Students will...
- *NYS Learning Standards & CCLS:*NYS: Health, Phys Ed, FCS NYS: Elementary Personal Health and Fitness...
- *Unit Overview:*Students will participate in a youth appropriate gymnastics unit called...
- *Big Ideas / Enduring Understandings:*Students will understand that playing cooperatively is more effective than...
- *Key Terms / Vocabulary:*Vaulting Wheeling rolling balancing jumping scales Static Dynamic forward...
- *Application of Goals:*Sportsmanship is key to being successful in anything that you do in life....

Fitness (Week 13 - Week 17)

- *Essential Questions:*What exercise can I do to keep myself fit and healthy?Why is it important...
- *Assessments & Evaluative Criteria:* Formative: Other: Teacher Observation
- *Skills:*Finding their heart rate determining the effectiveness of certain...
- *Content:*Students will know some components of physical fitness Students will know...
- *NYS Learning Standards & CCLS:*NYS: Health, Phys Ed, FCS NYS: Elementary Personal Health and Fitness...
- *Unit Overview:*During this unit, the students will participate in many fitness...
- *Big Ideas / Enduring Understandings:*The students will understand that there are many different parts of...
- *Key Terms / Vocabulary:*cardiovascular muscular strength endurance heart rate nutrition intensity
- *Application of Goals:*Students will be able to use their learning to understand that...

Volleyball (Week 18 - Week 21)

- *Essential Questions:*How did I challenge myself during the lesson today? How does activity keep...
- *Assessments & Evaluative Criteria:* Formative: Performance: Skill Demonstration
- *Skills:*-forearm passing-setting-underhand serving
- *Content:*Students will demonstrate how to forearm pass, set, and serve a...
- *NYS Learning Standards & CCLS:*NYS: Health, Phys Ed, FCS NYS: Elementary Personal Health and Fitness...
- *Unit Overview:*The students will practice the skills that are used during a volleyball...
- *Big Ideas / Enduring Understandings:*Students will understand that playing cooperatively is more effective than...
- *Key Terms / Vocabulary:*passsetserveunderhandrotationnetfront rowback row
- *Application of Goals:*Students will be able to use their learning to develop good sportsmanship...

Heart health/Nutrition (Week 21)

- *Essential Questions:*How did I challenge myself during the lesson today? How does activity keep...
- *Assessments & Evaluative Criteria:* Summative: Multiple choice choose myplate.gov quizzes on fruits and...
- *Skills:*Understanding how to use the food pyramid Understanding how to eat a...
- *Content:*Food pyramid-width of section determines how much we should eat on a daily...
- *NYS Learning Standards & CCLS:*NYS: Health, Phys Ed, FCS NYS: Elementary Personal Health and Fitness...
- *Unit Overview:*The students will learn why it is important to make good food choices and...
- *Big Ideas / Enduring Understandings:*Students will understand that playing cooperatively is more effective than...
- *Key Terms / Vocabulary:*heart rate pulse lifelong fitness food pyramid serving size food labels
- *Application of Goals:*Sportsmanship is key to being successful in anything that you do in life....

Jump Rope for Heart (Week 22)

- *Essential Questions:*How did I challenge myself during the lesson today? How does activity keep...
- *Assessments & Evaluative Criteria:* Formative: Other: Teacher Observation
- *Skills:*jumping landing locomotor skills balance
- *Content:*Heart rate/Pulse-where to find it-what it tells us resting and working-why...
- *NYS Learning Standards & CCLS:*NYS: Health, Phys Ed, FCS NYS: Elementary Personal Health and Fitness...
- *Unit Overview:*The students will be participating in the American Heart Association's...
- *Big Ideas / Enduring Understandings:*Students will understand that playing cooperatively is more effective than...
- *Key Terms / Vocabulary:*heart rate pulse lifelong fitness
- *Application of Goals:*Sportsmanship is key to being successful in anything that you do in life....

Basketball (Week 23 - Week 26)

- *Essential Questions:* How did I challenge myself during the lesson today? How does activity keep...
- *Assessments & Evaluative Criteria:* Formative assessment Other: Teacher Observation
- *Skills:*-dribbling with their right and left hand-passing to a partner while...
- *Content:*Students will demonstrate how to dribble a basketball with both their...
- *NYS Learning Standards & CCLS:*NYS: Health, Phys Ed, FCS NYS: Elementary Personal Health and Fitness...
- *Unit Overview:*Throughout the basketball unit, students will improve physical skills...
- *Big Ideas / Enduring Understandings:*Students will understand that playing cooperatively is more effective than...
- *Key Terms / Vocabulary:*dribble chest pass bounce pass overhead pass man-to-man...
- *Application of Goals:*Students will be able to use their learning to develop good sportsmanship...

Parachute Play (Week 29)

- *Essential Questions:*What is teamwork?Why is sharing important?How does being a good listener...
- *Assessments & Evaluative Criteria:*Other: Teacher Observation
- *Skills:*Holding the parachute with 2 hands.Lifting and shaking the...
- *Content:*Introduce teamwork and cooperative skills.Recognize the importance of...
- *NYS Learning Standards & CCLS:*NYS: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*Parachutes are great at any time because they require all players,...
- *Big Ideas / Enduring Understandings:*The students will understand the overhand grip, underhand grip, crossover...
- *Key Terms / Vocabulary:*Bicep Tricep Inflation Igloo
- *Application of Goals:*Students will be able to use their learning to participate in the class...

Bowling (Week 27 - Week 28)

- *Essential Questions:*How does activity keep me healthy throughout my lifetime?
- *Assessments & Evaluative Criteria:*Bowling Skills Rubric Formative: Performance: Skill Demonstration
- *Skills:*- holding a bowling ball-aiming a bowling ball- steps leading up to...
- *Content:*Students will know the rules of bowling Students will know safety rules of...
- *NYS Learning Standards & CCLS:*NYS: Health, Phys Ed, FCS NYS: Elementary Personal Health and Fitness...
- *Unit Overview:*Students will learn concepts and rules associated with bowling such as the...
- *Big Ideas / Enduring Understandings:*Students will understand that playing cooperatively is more effective than...
- *Key Terms / Vocabulary:*bowling ball bowling pins strike spare open frame approach courtesy lifetime...
- *Application of Goals:*Students will be able to use their learning to develop good sportsmanship...

Softball/baseball/kickball (Week 31 - Week 35)

- *Essential Questions:*How did I challenge myself during the lesson today? How does activity keep...
- *Assessments & Evaluative Criteria:* Formative: Performance: Skill Demonstration
- *Skills:*striking base running tagging up leading ready position fielding ground...
- *Content:*Students will understand field positions and their roll Students will...
- *NYS Learning Standards & CCLS:*NYS: Health, Phys Ed, FCS NYS: Elementary Personal Health and Fitness...
- *Unit Overview:*Students will participate in a softball, baseball, kickball unit. These...
- *Big Ideas / Enduring Understandings:*Students will understand that playing cooperatively is more effective than...
- *Key Terms / Vocabulary:*Fair ball Foul ball Kicking order Force out Tagging...
- *Application of Goals:*Sportsmanship is key to being successful in anything that you do in life....

Field Games (Week 36 - Week 38)

- *Essential Questions:*How did I challenge myself during the lesson today? How does activity keep...
 - *Assessments & Evaluative Criteria:*Final Exam Summative: Test: Written End of Year Final Assessment
 - *Skills:*chasing dodging fleeing
 - *Content:*When it is appropriate to use different strategies what to expect from...
 - *NYS Learning Standards & CCLS:*NYS: Health, Phys Ed, FCS NYS: Elementary Personal Health and Fitness...
 - *Unit Overview:*During this unit students will devise strategies to help their team be...
 - *Big Ideas / Enduring Understandings:*Developing team strategies Communicating in verbal and non verbal ways...
 - *Key Terms / Vocabulary:*strategy cooperation communication chase flee teammate
- Application of Goals:*Students will be able to use their learning to know that participating in...

Physical Education: Grades 6 - 8 Curriculum Map

Cooperative Games (Week 1 - Week 3)

- **Essential Questions:**1. What does good sportsmanship look, feel sound like to you?2. What does...
- **Assessments & Evaluative Criteria:**end of year exam Summative: Test: Written short answer/multiple choice...Teacher Observation and Post Unit Assessment
- **Skills:**working together leading listening
- **Content:**1. Problem solving strategies. Communication techniques. Appropriate...
- **NYS Learning Standards & CCLS:**NYS: Health, Phys Ed, FCS NYS: Intermediate Personal Health and Fitness...
- **Unit Overview:**During this unit, students will work together to solve a number of...
- **Big Ideas / Enduring Understandings:**1. Students will understand that demonstrating appropriate behavior will...
- **Key Terms / Vocabulary:**Cooperation Communication Problem-solving
- **Application of Goals:**Students will be able to problem solve as a team.

Soccer (Week 4 - Week 9)

- **Essential Questions:**1. How does keeping the ball under control help my team?2. Did I help my...
- **Assessments & Evaluative Criteria:**Soccer Quiz Summative: Other: Quiz multiple choice/short answer... Teacher Observation and Post Unit Assessment
- **Skills:**dribbling passing shooting throwins
- **Content:**1. By the end of the unit students will be able to demonstrate how to...
- **NYS Learning Standards & CCLS:**NYS: Health, Phys Ed, FCS NYS: Intermediate Personal Health and Fitness...
- **Unit Overview:**During this unit, students will develop a basic, fundamental knowledge...

Football (Week 4 - Week 9)

- **Essential Questions:**1. Did I help my team today? How?2. Did I play to the best of my ability?...
- **Assessments & Evaluative Criteria:**end of year exam Summative: Test: Written short answer/multiple choice...Teacher Observation and Post Unit Assessment
- **Skills:**throwing catching tagging
- **Content:**Students will be able to explain the way to keep score in football.By the...
- **NYS Learning Standards & CCLS:**NYS: Health, Phys Ed, FCS NYS: Intermediate Personal Health and Fitness...
- **Unit Overview:**During this unit, students will develop a basic, fundamental knowledge...
- **Big Ideas / Enduring Understandings:**1. Students will understand that team sports and related activities can...
- **Key Terms / Vocabulary:**center quarterback running back receiver down touchdown hash marks
- **Application of Goals:**1.Demonstrates and applies movement concepts and principles to the..

Fitness Testing 1 (Week 10 - Week 11)

- **Essential Questions:**1. How am I keeping myself fit?2. How can I use my knowledge to help keep...
- **Assessments & Evaluative Criteria:**end of year exam Summative: Test: Written short answer/multiple choice...Teacher Observation and Post Unit Assessment
- **Skills:**demonstrate how to take a resting and working heart rate understand what...
- **Content:**1. Students will be able to identify the basic fitness components and list...
- **NYS Learning Standards & CCLS:**NYS: CCLS:English Language Arts 6-12 NYS: 6th Grade Language 6. Acquire...
- **Unit Overview:**During this unit, students will develop a basic knowledge about their...
- **Big Ideas / Enduring Understandings:**1. Students will understand that learning about their level of fitness and...
- **Key Terms / Vocabulary:**muscular strength muscular endurance cardiovascular...
- **Application of Goals:**1.Demonstrates and applies movement concepts and principles to the...

High Ropes 1 (Week 11 - Week 13)

- **Essential Questions:**1. How can you use what you learned during the high ropes unit in everyday...
- **Assessments & Evaluative Criteria:**end of year exam Test: Written short answer/multiple choice high ropes...Teacher Observation and Post Unit Assessment
- **Skills:**understand the role of each job (climber, belayer, spotter)display safe...
- **Content:**By the end of the unit students will be able to independently demonstrate...
- **NYS Learning Standards & CCLS:**NYS: CCLS:English Language Arts 6-12 NYS: 8th Grade Language 6. Acquire...
- **Unit Overview:**During this unit, students will develop a basic, fundamental knowledge...
- **Big Ideas / Enduring Understandings:**1. Students will understand sports and related activities can affect and...
- **Key Terms / Vocabulary:**belayerhead belayertail belay carabiner static rope dynamic rope
- **Application of Goals:**1.Demonstrates and applies movement concepts and principles to the...

Volleyball (Week 14 - Week 18)

- **Essential Questions:**1. How does knowing the rules of volleyball help the flow of play?2. How...
- **Assessments & Evaluative Criteria:**End of Unit Volleyball Assessment Summative: Test: Written multiple...Teacher Observation and Post Unit Assessment
- **Skills:**Rules Forearm pass Set pass Spike Serving
- **Content:**Students will be able to explain the way to keep score in volleyball.By...
- **NYS Learning Standards & CCLS:**NYS: CCLS:English Language Arts 6-12 NYS: 8th Grade Language 6. Acquire...
- **Unit Overview:**During this unit, students will develop a basic, fundamental knowledge...
- **Big Ideas / Enduring Understandings:**1. Students will understand that team sports and related activities can...
- **Key Terms / Vocabulary:**Demonstrate Perform Apex Angle of Reflection Boundary
- **Application of Goals:**1.Demonstrates and applies movement concepts and principles to the...

Basketball (Week 18 - Week 21)

- *Essential Questions:*1. Did I help my team today? How?2. Did I play to the best of my ability?...
- *Assessments & Evaluative Criteria:*end of year exam Summative: Test: Written short answer/multiple choice...Teacher Observation and Post Unit Assessment
- *Skills:*dribbling passing shooting defending understanding game play and rules
- *Content:*Students will be able to explain the way to keep score in basketball.By...
- *NYS Learning Standards & CCLS:*NYS: Health, Phys Ed, FCS NYS: Intermediate Personal Health and Fitness...
- *Unit Overview:*During this unit, students will develop a basic, fundamental knowledge...
- *Big Ideas / Enduring Understandings:*1. Students will understand that team sports and related activities can...
- *Key Terms / Vocabulary:*dribble pass shoot man to man defense zone defense rebound foul shot travel double...
- *Application of Goals:*1.Demonstrates and applies movement concepts and principles to the...

High Ropes/Low Ropes (Week 21 - Week 24)

- *Essential Questions:*1. How can you use what you learned during the high ropes unit in everyday...
- *Assessments & Evaluative Criteria:*end of year exam Summative: Test: Written short answer/multiple choice...Teacher Observation and Post Unit Assessment
- *Skills:*understand the role of each job (climber, belayer, spotter)display safe...
- *Content:*By the end of the unit students will be able to independently demonstrate...
- *NYS Learning Standards & CCLS:*NYS: CCLS:English Language Arts 6-12 NYS: 8th Grade Language 6. Acquire...
- *Unit Overview:*During this unit, students will develop a basic, fundamental knowledge...
- *Big Ideas / Enduring Understandings:*1. Students will understand sports and related activities can affect and...
- *Key Terms / Vocabulary:*belayerhead belayertail belay carabiner static rope dynamic rope
- *Application of Goals:*1.Demonstrates and applies movement concepts and principles to the...

Badminton (Week 24 - Week 27)

- *Essential Questions:*1. What can I do to improve a certain skill that I am struggling with?2....
- *Assessments & Evaluative Criteria:*end of year exam Summative: Test: Written short answer/multiple choice...Teacher Observation and Post Unit Assessment
- *Skills:*displaying various shots understanding when to use various...
- *Content:*1. Students will know the basic skills needed to play a game of...
- *NYS Learning Standards & CCLS:*NYS: Health, Phys Ed, FCS NYS: Intermediate Personal Health and Fitness...
- *Unit Overview:*During this unit, students will develop a basic, fundamental knowledge...
- *Big Ideas / Enduring Understandings:*1. Students will understand that team sports and related activities can...
- *Key Terms / Vocabulary:*shuttle (birdie)forehandbackhandsmashdrop shotoverhead clearshort service...
- *Application of Goals:*1.Demonstrates and applies movement concepts and principles to the...

Fitness Testing 2 (Week 28 - Week 30)

- *Essential Questions:*1. How am I keeping myself fit?2. How can I use my knowledge to help keep...
- *Assessments & Evaluative Criteria:*end of year exam Summative: Test: Written short answer/multiple choice...Teacher Observation and Post Unit Assessment
- *Skills:*understand the FITT principle explain their understanding of fitness...
- *Content:*1. Students will be able to identify what the basic fitness components are...
- *NYS Learning Standards & CCLS:*NYS: Health, Phys Ed, FCS NYS: Intermediate Personal Health and Fitness...
- *Unit Overview:*During this unit, students will develop a basic knowledge about their...
- *Big Ideas / Enduring Understandings:*1. Students will understand that learning about their level of fitness and...
- *Key Terms / Vocabulary:*intensity frequency type of exercise time (how long you exercise for)
- *Application of Goals:*1.Demonstrates and applies movement concepts and principles to the...

High Ropes 2 (Week 31 - Week 33)

- *Essential Questions:*1. How can you use what you learned during the high ropes unit in everyday...
- *Assessments & Evaluative Criteria:*end of year exam Summative: Test: Written short answer/multiple choice...Teacher Observation and Post Unit Assessment
- *Skills:*understand the role of each job (climber, belayer, spotter)display safe...
- *Content:*By the end of the unit students will be able, on their own, to demonstrate...
- *NYS Learning Standards & CCLS:*NYS: CCLS:English Language Arts 6-12 NYS: 8th Grade Language 6. Acquire...
- *Unit Overview:*During this unit, students will develop a basic, fundamental knowledge...
- *Big Ideas / Enduring Understandings:*1. Students will understand sports and related activities can affect and...
- *Key Terms / Vocabulary:*belayerhead belayertail belay carabiner static rope dynamic rope
- *Application of Goals:*1.Demonstrates and apply movement concepts and principles to the learning...

Lacrosse (Week 33 - Week 36)

- *Essential Questions:*1. How does keeping the ball under control help my team?2. Did I help my...
- *Assessments & Evaluative Criteria:*end of year exam Summative: Test: Written short answer/multiple choice...Teacher Observation and Post Unit Assessment
- *Skills:*demonstrating various lacrosse skills displaying knowledge of the...
- *Content:*By the end of the unit students will be able, on their own, to demonstrate...
- *NYS Learning Standards & CCLS:*NYS: Health, Phys Ed, FCS NYS: Intermediate Personal Health and Fitness...
- *Unit Overview:*During this unit, students will develop a basic, fundamental knowledge...
- *Big Ideas / Enduring Understandings:*1. Students will understand that team sports and related activities can...
- *Key Terms / Vocabulary:*lacrosse draw crosse cradle scoop
- *Application of Goals:*1.Demonstrates and apply movement concepts and principles to the learning..

Physical Education: Grades 9 - 12 Curriculum Map

Syllabus/Locker Distribution (Week 1)

- *Content:*

PE Syllabus 2017 updated.doc Spackenkill High School Physical E...

- *NYS Learning Standards & CCLS:*

Archery (Week 2 - Week 6)

- *Essential Questions:*How does knowing the rules of archery help target shooting?How does...
- *Assessments & Evaluative Criteria:*Archery Quiz Summative: Other: Quiz Multiple Choice, matching, fill in...
- *Skills:*Demonstrate knowledge of rules through target shooting Demonstrates proper...
- *Content:*Strategically when they should adjust their bow for improved accuracy....
- *NYS Learning Standards & CCLS:*NYS: CCLS:Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*Archery is a 5 week unit where students will learn the basic skills and...
- *Big Ideas / Enduring Understandings:*1. The students will understand that the transfer of knowledge of rules...
- *Key Terms / Vocabulary:*-Stance-Knocking-Drawing-Sighting-Aim-Shooting-Fletching-Index...
- *Application of Goals:*Play a chosen game skillfully and with good sportsmanship.

Football (Week 2 - Week 6)

- *Essential Questions:*How does knowing the rules of football help the flow of play?How does...
- *Assessments & Evaluative Criteria:*Football Quiz Summative: Other: Quiz Multiple Choice, matching, fill in...
- *Skills:*Demonstrate knowledge of rules through game activities. Demonstrates...
- *Content:*Strategically when they should perform a rush, forward pass or punt....
- *NYS Learning Standards & CCLS:*NYS: CCLS:Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*The Football unit is a 5 week unit where students will learn the basic...
- *Big Ideas / Enduring Understandings:*1.The students will understand that the transfer of knowledge of rules and...
- *Key Terms / Vocabulary:*- Scoring- Forward pass- Pass Reception- Blocking- One Hand Touch-...
- *Application of Goals:*Play a chosen game skillfully and with good sportsmanship

Ultimate Frisbee (Week 2 - Week 6)

- *Essential Questions:*How does knowing the rules of ultimate frisbee help the flow of play?How...
- *Assessments & Evaluative Criteria:*Ultimate Frisbee Quiz Summative: Other: Quiz Multiple choice, matching,...
- *Skills:*Demonstrate knowledge of rules through game activities Demonstrates proper...
- *Content:*Strategically when they should perform a forearm pass, backhand pass and...
- *NYS Learning Standards & CCLS:*NYS: CCLS:Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*The Ultimate Frisbee unit is a 5 week unit where students will learn the...

- *Big Ideas / Enduring Understandings:*1. The students will understand that the transfer of knowledge of rules...
- *Key Terms / Vocabulary:-* Forehand, Backhand and Underhand Passes- Completion- Turnover- Pull-...
- *Application of Goals:*Play a chosen game skillfully and with good sportsmanship

Tennis (Week 7 - Week 11)

- *Essential Questions:*How does knowing the rules of Tennis help the flow of play?How does...
- *Assessments & Evaluative Criteria:*Tennis Quiz Summative: Other: Quiz DExit Slips, Peer Assessment & Self...
- *Skills:*Demonstrate knowledge of rules through game activities Demonstrates proper...
- *Content:*Strategically when they should perform a forehand, backhand, and serve...
- *NYS Learning Standards & CCLS:*NYS: CCLS:Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*The Tennis unit is a 5 week unit where students will learn the basic...
- *Big Ideas / Enduring Understandings:*1. The students will understand that the transfer of knowledge of rules...
- *Key Terms / Vocabulary:-*Forehand Drive-Backhand-Overhead...
- *Application of Goals:*Play a chosen game skillfully and with good sportsmanship

Soccer (Week 7 - Week 11)

- *Essential Questions:*How does knowing the rules of soccer help the flow of play?How does...
- *Assessments & Evaluative Criteria:*Soccer Quiz Summative: Other: Quiz DExit Slips, Peer Assessment & Self...
- *Skills:*Demonstrate knowledge of rules through game activities. Demonstrates...
- *Content:*Strategically when they should perform a throw in, corner kick and goal...
- *NYS Learning Standards & CCLS:*NYS: CCLS:Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*The Soccer unit is a 5 week unit where students will learn the basic...
- *Big Ideas / Enduring Understandings:*1. The students will understand that the transfer of knowledge of rules...
- *Key Terms / Vocabulary:-* Trapping- Goal Kick- Corner Kick- Direct/ Indirect Kick- Penalty Kick-...
- *Application of Goals:*Play a chosen game skillfully and with good sportsmanship

Volleyball (Week 12 - Week 16)

- *Essential Questions:*How does knowing the rules of volleyball help the flow of play?How does...
- *Assessments & Evaluative Criteria:*Volleyball Quiz Summative: Other: Quiz Multiple Choice, matching, fill in...
- *Skills:*Demonstrate knowledge of rules through game activities Demonstrates proper...
- *Content:*Strategically when they should perform a forearm pass, set pass and spike....
- *NYS Learning Standards & CCLS:*NYS: CCLS:Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*The Volleyball unit is a 5 week unit where students will learn the basic...
- *Big Ideas / Enduring Understandings:*1. The students will understand that the transfer of knowledge of rules...
- *Key Terms / Vocabulary:-* Rally Scoring- Forearm pass- Set pass- Spike- Underhand serve, Overhand...
- *Application of Goals:*Play a chosen game skillfully and with good sportsmanship.

Badminton (Week 16 - Week 19)

- **Essential Questions:**How does knowing the rules of badminton help the flow of play?How does...
- **Assessments & Evaluative Criteria:**Badminton Quiz Summative: Other: Quiz Multiple Choice, matching, fill in,...
- **Skills:**Demonstrate knowledge of rules through game activities Demonstrates proper...
- **Content:**Strategically when they should perform a overhead clear, drop shot and...
- **NYS Learning Standards & CCLS:**NYS: CCLS:Literacy in History/Social Studies, Science, & Technical...
- **Unit Overview:**The Badminton unit is a 5 week unit where students will learn the basic...
- **Big Ideas / Enduring Understandings:**1. The students will understand that the transfer of knowledge of rules...
- **Key Terms / Vocabulary:**- Overhead Clear- Drop Shot- Smash- Underhand Serve- Rally scoring- Short...
- **Application of Goals:**Play a chosen game skillfully and with good sportsmanship.

Fitness (Week 18 - Week 23)

- **Essential Questions:-** How do various exercises benefit my personal wellness?- What does it...
- **Assessments & Evaluative Criteria:**Fitness Quiz Summative: Other: Quiz Multiple choice matching fill in true...
- **Skills:**1. Accurately uses grade appropriate vocabulary and phrases to demonstrate...
- **Content:-** The importance of safety in the Fitness Center.- Proper etiquette while...
- **NYS Learning Standards & CCLS:**NYS: CCLS:Literacy in History/Social Studies, Science, & Technical...
- **Big Ideas / Enduring Understandings:**1. The students will understand that fitness training concepts and...
- **Key Terms / Vocabulary:**Resting Heart Rate Maximum Heart Rate Target Heart...
- **Application of Goals:**Demonstrate and apply movement concepts and principles to the learning and...

Table Tennis (Week 25 - Week 29)

- **Essential Questions:**How does knowing the rules of table tennis help the flow of play?How does...
- **Assessments & Evaluative Criteria:**Table Tennis Quiz Summative: Other: Quiz Multiple Choice, matching, fill...
- **Skills:**Demonstrate knowledge of rules through game activities Demonstrates proper...
- **Content:**Strategically when they should perform a serve and a reception. Students...
- **NYS Learning Standards & CCLS:**NYS: CCLS:Literacy in History/Social Studies, Science, & Technical...
- **Unit Overview:**The Table Tennis unit is a 5 week unit where students will learn the basic...
- **Big Ideas / Enduring Understandings:**1. The students will understand that the transfer of knowledge of rules...
- **Key Terms / Vocabulary:**- Ping Pong- Singles- Doubles- Paddle- Let- Service- Return- Push...
- **Application of Goals:**Play a chosen game skillfully and with good sportsmanship.

Lacrosse (Week 28 - Week 33)

- **Essential Questions:**How does knowing the rules of lacrosse help the flow of play?How does...

- **Assessments & Evaluative Criteria:**Lacrosse Quiz Summative: Other: Quiz Multiple choice, matching, fill in...
- **Skills:**Demonstrate knowledge of rules through game activities Demonstrates proper...
- **Content:**Strategically when they should perform the following skills: Cradling,...
- **NYS Learning Standards & CCLS:**NYS: CCLS:Literacy in History/Social Studies, Science, & Technical...
- **Unit Overview:**The Lacrosse unit is a 5 week unit where students will learn the basic...
- **Big Ideas / Enduring Understandings:**1. The students will understand that the transfer of knowledge of rules...
- **Key Terms / Vocabulary:**- Crosse- Face-off - Attacker - Midfielder- Defender- Goalie - Crease-...
- **Application of Goals:**Play a chosen game skillfully and with good sportsmanship.

American Heart Assoc. CPR/AED Cert. (Week 25 - Week 29)

- **Essential Questions:**1. How do I determine whether it is safe to help a person in a medical...
- **Assessments & Evaluative Criteria:** CPR/AED SKill Test Summative: Performance: Authentic Task Student use of...
- **Skills:**1. Giving proper compression at the rate of 100-120 per minute.2....
- **Content:**1. Key Vocabulary.
- **NYS Learning Standards & CCLS:**NYS: CCLS:Literacy in History/Social Studies, Science, & Technical...
- **Unit Overview:**The CPR/ AED Certification unit is a 5 week training session where...
- **Big Ideas / Enduring Understandings:**1. Students will understand that immediate activation of the emergency...
- **Key Terms / Vocabulary:**- "The scene is safe"- "Hey hey are you okay"?- Call 911 get the AED-...
- **Application of Goals:**1. Help a person in a life threatening situation.

Team Handball (Week 30 - Week 35)

- **Essential Questions:**How does knowing the rules of team handball help the flow of play?How does...
- **Assessments & Evaluative Criteria:**Team Handball Quiz Summative: Other: Quiz DExit Slips, Peer Assessment &...
- **Skills:**Demonstrate knowledge of rules through game activities Demonstrates proper...
- **Content:**Strategically when they should throw, pass, dribble, shoot or step....
- **NYS Learning Standards & CCLS:**NYS: CCLS:Literacy in History/Social Studies, Science, & Technical...
- **Unit Overview:**The Team Handball unit is a 5 week unit where students will learn the...
- **Big Ideas / Enduring Understandings:**1. The students will understand that the transfer of knowledge of rules...
- **Key Terms / Vocabulary:**-dribbling-passing-shooting-2 steps/2 dribbles/5 seconds -crease-jump...
- **Application of Goals:**Play a chosen game skillfully and with good sportsmanship.

Floor Hockey (Week 30 - Week 34)

- **Essential Questions:**How does knowing the rules of floor hockey help the flow of play?How does...
- **Assessments & Evaluative Criteria:**Floor Hockey Quiz Summative: Other: Quiz DExit Slips, Peer Assessment,...
- **Skills:**Demonstrate knowledge of rules through game activities Demonstrates proper...
- **Content:**Strategically when they should pass, stick handle or shoot. Students...

- *NYS Learning Standards & CCLS:*NYS: CCLS:Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*The Floor Hockey unit is a 5 week unit where students will learn the basic...
- *Big Ideas / Enduring Understandings:*1. The students will understand that the transfer of knowledge of rules...
- *Key Terms / Vocabulary:*- Face- off - Stick Handling- Passing- Receiving - Shooting- High...
- *Application of Goals:*Play a chosen game skillfully and with good sportsmanship.

Basketball (Week 30 - Week 35)

- *Essential Questions:*How does knowing the rules of basketball help the flow of play?How does...
- *Assessments & Evaluative Criteria:*DBasketball Quiz Summative: Other: Quiz Multiple Choice, matching, fill in...
- *Skills:*Demonstrate knowledge of rules through game activities Demonstrates proper...
- *Content:*Strategically when they should dribble, pass, shoot or defend. Students...
- *NYS Learning Standards & CCLS:*NYS: CCLS:Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*The Basketball unit is a 5 week unit where students will learn the basic...
- *Big Ideas / Enduring Understandings:*1. The students will understand that the transfer of knowledge of rules...
- *Key Terms / Vocabulary:*-passing-shooting-defending-rebounding-dribbling-layup-field goal-free...
- *Application of Goals:*Play a chosen game skillfully and with good sportsmanship.

Frisbee Games (Week 35 - Week 38)

- *Essential Questions:*How does knowing the rules of KanJam help the flow of play?How does...
- *Assessments & Evaluative Criteria:*Frisbee Game Quiz Summative: Other: Quiz DExit Slips, Peer Assessment &...
- *Skills:*Demonstrate knowledge of rules through game activities Demonstrates proper...
- *Content:*Strategically when they should perform the four point values. Students...
- *NYS Learning Standards & CCLS:*NYS: CCLS:Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*The Frisbee Games unit is a 5 week unit where students will learn the...
- *Big Ideas / Enduring Understandings:*1. The students will understand that the transfer of knowledge of rules...
- *Key Terms / Vocabulary:*-Redirecting-Direct-Slam-dunk-Instant win-Deflecting-Backhand...
- *Application of Goals:*Play a chosen game with good sportsmanship.

Softball (Week 36 - Week 38)

- *Essential Questions:*How does knowing the rules of softball help the flow of play?How does...
- *Assessments & Evaluative Criteria:*Softball Quiz Summative: Other: Quiz DExit Slips, Peer Assessment & Self...
- *Skills:*Demonstrate knowledge of rules through game activities Demonstrates proper...
- *Content:*Strategically when they should throw to the correct base or run to the...
- *NYS Learning Standards & CCLS:*NYS: CCLS:Literacy in History/Social Studies, Science, & Technical...
- *Unit Overview:*The Softball unit is a 5 week unit where students will learn the basic...
- *Big Ideas / Enduring Understandings:*1. The students will understand that the transfer of knowledge of rules...

- *Key Terms / Vocabulary*: -Throwing-Catching-Base Running-Hitting-Tagging up-Force...
- *Application of Goals*: Play a chosen game skillfully and with good sportsmanship.

Title IX Compliance – Spackenkill Union Free School District offers the same physical education programs to all students in grades K-12 in co-educational classes. Differentiated instruction is based on ability, not gender. The Physical Education department believes that each student is entitled to an equal opportunity to participate in physical activities that will benefit the needs, interests and values of each individual.

D. Adaptive Physical Education

Spackenkill Union Free School District has adaptive physical education classes when the students' I.E.P states it is necessary. Adapted physical education (APE) is a specially designed program of developmental activities, games, sports, and rhythms suited to the interests, capabilities and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program. The safety of students must be considered when planning and implementing APE programs. The Individuals with Disabilities Education Act (IDEA) requires that special education, including instruction in physical education, be provided at no cost to parents. APE may be supplemented by related services, intramural sports, athletics, or other experiences that are not primarily instructional. However, these services cannot be provided in place of an APE program.

- a. Integration – All students (K-12) are integrated whenever possible. Students are evaluated and placed when necessary. Individual or small group instruction is offered based on IEP requirements or medical referrals.
- b. Adapted/Special Classes - Specialized adaptive classes, when necessary, are available in environments that ensure student safety and success.
- c. Use of Aides – Special Education Aides and/or Teaching Assistants are available to those physical education classes that require assistance based on IEP, 504 plans, or medical necessity.

E. Attendance Policy

The policy of the Spackenkill Union Free School District is that all students must participate in scheduled physical education classes unless illness or physical incapacity prevents him or her from participating. In case of short term illness, an excuse from the caregiver to the school nurse will be sufficient. Students with long term illness or injury must have a statement from a medical doctor indicating the nature of the disability and appropriate recommendations concerning participation in physical education instruction. For long term excuses, the physical education staff will create alternative assignments.

Proper attire for physical education class:

All students in high school and middle school must change for physical education class. For safety and hygiene, shorts or sweatpants, and tee-shirts should be worn and these should be separate from a student's daily attire. Proper footwear is essential for safety. Sneakers will be the only footwear allowed in class and they must be tied. If weather permits, students may be going outside. They should have a sweatshirt or jacket if the weather is cool. Extra socks and sneakers are suggested for early morning classes.

Students in grades K-5 are not required to change for physical education. They are responsible to have sneakers for PE class.

F. Grading Policy

Hagan and Nassau Elementary (Grades K-5):

Spackenkill UFSD grades K-5 on the assessments in the curriculum. Classroom participation and completion of skills are used to make a composite grade. The report card is three descriptive sentences: "Demonstrates sportsmanship and follows directions," "Understands and is able to apply concepts in group and individual activities," "Shows concern for safety while moving and using equipment," "Learning Behaviors"

Grading Key: (we can also add + and - to a number)

Level 4: Student excels in common core learning standards for this grade level.

Level 3: Student is proficient in common core learning standards for this grade level.

Level 2: Student is not proficient in common core learning standards for this grade level (partial but insufficient)

Level 1: Student is well below proficient in standards for this grade level.

N/A: Not assessed at this time

Learning Behaviors: E-excellent, S-satisfactory, P-progressing, N-needs improvement

Todd Middle School (Grades 6-8):

In Physical Education, students are graded in four areas. Being prepared for class is 20% of a student's ten week grade. Written work and tests are 20% of their grade. Participation, 40% of the grade, includes daily participation in warm-ups and class activities, contributing to class discussions,

cooperation, safety and being on time to class. A student's skill development over the course of a unit is 20% of their grade.

Spackenkill High School (Grades 9-12):

Students will be graded on a daily 4 point system

Points consist of:

- Class Attendance (1 Point)
- Changing for class/Proper Attire (1 Point)
- Participation/Effort (1 Point)
- Cooperation/Attitude (1 Point)

-Semester 1: Quarter 1 = 80% daily points & 20% unit quizzes

Quarter 2 = 90% daily points & 10 % unit quiz

Semester 1 Avg. = Quarter 1 (40%) + Quarter 2 (40%) + Final Exam (20%)

Semester 2: Quarter 3 = 80% daily points & 20% unit quizzes

Quarter 4 = 90% daily points & 10 % unit quiz

Semester 2 Avg. = Quarter 3 (40%) + Quarter 4 (40%) + Final Exam (20%)

Attendance - All absences will result in a loss of four daily points with the exception of two school related absences i.e.; field trips, music lessons, sporting events, per quarter.

NO Jewelry – Necklaces, watches, rings, bracelets, hoop earrings (only stud earrings will be permitted).

Make-up Classes- All make-up classes will be held after school in the Fitness Center from 2:10-2:50 pm. Students must be on time and dressed for activity. Students are required to complete a work out sheet by the end of the make-up session.

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

All medical excuses must be cleared through the school nurse prior to coming to class. Go to the nurse before the start of class and have your excuse signed before arriving in physical education.

For long term medical excuses, the student should see the physical education teacher for alternative assignments or activities for class. If a student has a specific medical problem, be sure the physical education teacher is aware of it and do not engage in prohibited activities.

Any injuries occurring in class are to be reported to the instructor immediately.

G. Personnel

The Spackenkill Union Free School District employs fully certified physical education teachers for grades K-12. All teacher certifications are on file.

The Director of Health, Physical Education, and Athletics holds a Physical Education Permanent Certification and School District Administrator Permanent Certification.

H. Facilities

The Board of Education of the Spackenkill Union Free School District strives to provide adequate and appropriate facilities for physical education instruction, intramural and interscholastic participation. Each building has a gymnasium plus outdoor facilities. Our high school has a 2,400 sq ft. fitness center that is for physical education classes and is also available to all high school students Monday - Thursday through our intramural program. Our intramural program is housed at the same facilities as the physical education and interscholastic sports. In district groups and community groups may be allowed to use school facilities upon approval of the Superintendent or his/her designee. This is outlined in Section 7000 facilities number 7111.1 of the district policy book.

Spackenkill High School

One gymnasium
Fitness center
Coaches/physical education office off of the fitness center
Athletic Director Office
Two Physical Education offices
Two locker rooms
Athletic Trainers Room
Football Field
Six Lane Track
Soccer Field
Tennis Courts

Todd Middle School

One gymnasium
Two Physical Education offices
Two locker rooms
Baseball Field
Field Hockey Field
Soccer Field
Practice Football Field

Hagan Elementary School

One gymnasium

Playground
One Physical Education office
Practice Soccer Field

Nassau Elementary School

One gymnasium
Playground
One Physical Education office
Softball Field

I. Administrative Procedures/Policies

A. Physical Examination Requirements for Students:

Physicals:

NYSED requires an annual physical exam for new entrants, students in Grades K, 2, 4, 7 and 10, sports, working permits and Annual & Program Reviews and Reevaluations for the Committee on Special Education (CSE).

Athletes may use their personal physician's physical as long as it clearly states that they are cleared for athletic participation. Athletes should return these forms to the school nurse along with their parent permission form. The school medical director will review the physical and give final clearance. If no physical form is received, an examination by the school physician will be scheduled for the student. All physicals are valid for a 12-month period.

Parent Permission Forms:

Each student and their parent/guardian must register on FamilyID before starting practice. The online registration outlines the health history of the student and signifies consent by the parent for participation.

Concussion Management:

Spackenkill Union Free School District has always taken the approach that student safety is of the highest priority. The Spackenkill Union Free School District recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and recreational activities and can have serious consequences if not managed carefully. Therefore, the Board of Education has adopted Policy 5139, Concussions and Concussion Management, to support the proper evaluation and management of head injuries, including immediate removal from play, no activity until symptom-free for at least 24 hours, and training for district-wide personnel.

Concussion Return-to-Play Protocol:

During the recovery period, in the first few days following the injury, it is important to emphasize to the student that physical and cognitive rest is required. Activities that require concentration and attention may exacerbate the symptoms and, as a result, delay recovery. Rest at home is encouraged at least for the day following the injury. When a student is asymptomatic for at

least 24 hours they may be re-evaluated by the school medical officer. If cleared, the student may begin the return to play progression below.

Return-to-play following a concussion involves the following five step process. This progression will be a minimum of 5 days for return to play.

Step 1: Light Aerobic Exercise

The Goal: only to increase the heart rate

The Time: 5 to 10 minutes.

The Activities: exercise bike, walking, or light jogging. Absolutely no weight lifting or sprinting

Step 2: Moderate Sport-Specific Exercise

The Goal: limited body and head movement

The Time: Reduced from typical routine

The Activities: moderate jogging, brief running, moderate-intensity stationary biking, and moderate-intensity weightlifting

Step 3: Non-contact Exercise

The Goal: more intense but non-contact

The Time: Close to typical routine

The Activities: running, high-intensity stationary biking, the player's regular weightlifting routine and non-contact sport-specific drills

Step 4: Practice

The Goal: Reintegrate in full contact practice

Step 5: Play

The Goal: Return to competition

B. Fitness Testing: Our schools utilize the Fitnessgram software for all K-12 fitness testing. This program accurately assesses the student's strength, cardiovascular condition, Body Mass Index and body fat percentage. The testing is administered once in the fall and once in the spring. The student's grades are not based on their fitness score but rather on their level of participation. Teachers focus is on understanding the different fitness components and student improvement.

C. Class Size: Our class average for Physical Education is 22 students per teacher. Physical education classes participate in co-educational activities throughout the district, with male and female teachers at the middle and high school levels. The class size goal of the District for Physical Education in grades K-12 is 25-30 based on the Spackenkill Teachers' Association agreement. The district accepts student teachers.

D. Non-school Facilities: The district uses the following non-school facilities:

- Hudson River Rowing Association Boathouse - Crew
- McCann Golf Course - Boys Varsity Golf

- Casperkill Country Club - softball practice
- Vassar Farms - Cross Country Course

E. Supplementary Personnel - None at this time

F. Summer School Program Physical Education - None at this time

G. Safety/Practices/Policies- Safety practices and policies are listed in the grading rubric. In addition, the district has an approved concussion policy in place.

H. Alternative Physical Education - not applicable at this time

J. Athletics

A/B. Intramurals are for all students regardless of ability. Depending on the activity it can be separated into levels by grades. We do not participate in extramurals.

Hagan - Intramurals (various sports) is offered to 5th grade students four to five days a week throughout the entire school year. It is offered to 4th grade students in the fall and spring.

Todd Middle - Intramurals (various sports) is offered to grades 6 through 8 throughout the school year.

High School - Intramurals (various sports) is offered for grades 9-12 Monday through Thursday from November - May. The fitness center is also open to all students Monday through Thursday from 2:10 PM - 2:45 PM throughout the entire school year.

C. Interscholastic Athletics:

Interscholastic athletics are for those students who sign up, tryout, and make a team.

Philosophy of Interscholastic Athletics:

The Spackenkill Union Free School District believes that a dynamic program of student activities is vital to the educational development of its students. The Spackenkill Athletic Program should provide a variety of experiences to aid in the development of favorable habits and attitudes in students that will prepare them for adult life in a democratic society. The athletic program must function as an integral part of the total curriculum. Athletics must offer opportunities to serve the institution and assist in the development of fellowship, good will, self-realization, all-around growth, and good citizenship. The program shall be managed and teams coached in a manner which strives to achieve the following objectives:

1. Promote individual and team desire for excellence while emphasizing those interscholastic sports be kept in perspective, so that the first priority for all students is intellectual and emotional growth.
2. To educate the student body in the appreciation of sports and activities and the best way to enjoy them from the point of view of good sportsmanship.
3. To serve as a focal point for the morale, spirit and loyalty of students by providing a common meeting ground and enthusiasm this is shared by all.
4. To allow for the development of physical growth, mental alertness and emotional stability for all those who participate in athletics.
5. To provide the opportunity for a student to learn to handle winning and losing and to make decisions that affect themselves and members of their team.
6. To learn to develop through hard work and dedication a feeling of self-confidence and self-esteem in all participants.

Athletic Placement Process:

WHEREAS, Section 135.4(c) (7) (ii) (a) (4) of the Regulations of the Commissioner of Education provides for a board of education to permit pupils in grades no lower than seventh grade to compete on interscholastic athletic teams organized for senior high school pupils, or senior high school pupils to compete on interscholastic athletic teams organized for pupils in the seventh and eighth grades; and WHEREAS, these pupils are to be allowed to compete at levels that are appropriate to their physical maturity, physical fitness, and sport skills in relationship to other pupils in accordance with the standards established by the Commissioner of Education; and WHEREAS, the State Education Department issues the competition standards for these pupils to compete under a program called the Athletic Placement Process; THEREFORE BE IT RESOLVED that the Spackenkill Board of Education shall permit pupils to compete after successfully completing the Athletic Placement Process for the requested sport and level and receiving final approval from the Athletic Director. Board of Education approved June 2015.

The Athletics Department follows all procedures outlined by Section 135.4 (c)(7)(ii)(c) in regards to mixed competition on interscholastic athletics team.

D. Athletics Policies:

Hiring procedures - A personnel posting request is submitted by the Athletic Director to human resources for all coaching positions each May. After the positions have been posted for at least 5 days the Athletic Director submits personnel appointment requests for Superintendent then Board of Education approval. Before anyone can be a head coach/assistant coach/non-paid coach, the following requirements must be met.

- Complete a Spackenkill Coaching Application

- First Aid Certification (NYSESED approved course)
- CPR/AED Certification (NYSESED approved course)
- DASA workshop certification (Non-teacher coaches only)
- Online SAVE Workshop Certificate (Non-teacher coaches only)
- Online Child Abuse Reporting Workshop Certificate (Non-teacher coaches only)
- Concussion Management “Heads Up: Concussion in Youth Sports”
- NYSED Application for coaching certification (Non-teacher coaches only)
- Fingerprints (Non-teacher coaches only)

The Athletic Department can not recommend that the coach be approved by the board until the above requirements are met. The applicant cannot assist with any team by giving instruction or supervision to student-athletes until he/she is approved by the board. It is up to the applicant to be sure all paperwork is turned into the Athletic Department. The Athletic Department submits completed coaching certificates to SED for all non-teacher coaches. The Athletic Director enters the superintendent statement on the TEACH website to complete the coaching license process.

Athletic participation cannot be used towards meeting the state mandated 2 units of credit in physical education.

Coaching Evaluations:

The Athletic Director meets with each coach individually at the end of the season to review the end of season paperwork and the coaching evaluation.

SPACKENKILL UNION FREE SCHOOL DISTRICT COACHING EVALUATION FORM

NAME OF COACH: YEAR: SPORT:

Part 1 – Athletic Director Completes

Administrative Responsibilities		<i>Highly Effective</i>	<i>Effective</i>	<i>Developing</i>	<i>Ineffective</i>	<i>N/A</i>
1.	Communicates with assistant coaches in regards to roles, duties and expectations.					
2.	Abides by all relevant Board of Education policies, administrative, MHAL and Section IX guidelines.					

3.	Recommends scrimmage and game scheduling requests to the athletic office in a timely manner.					
4.	Follows proper budget and purchase order procedures.					
5.	Supervises game and practice area, locker room and bus when athletes are present.					
6.	Publicizes team and individual accomplishments to the media and school.					
7.	Demonstrates care of school facilities and team equipment.					
8.	Submits end of season summary report to the athletic office in a timely manner.					
Relationships						
9.	Demonstrates enthusiasm for working with the student athletes.					
10.	Communicates effectively with athletes and parents.					
11.	Establishes and maintains good rapport with faculty, administration and coaching staff.					
12.	Builds positive morale/cooperation among staff and athletes.					
13.	Shows an interest in the academic success of the student athlete.					
14.	Cooperates with the school nurse, athletic trainer and parents in regard to the physical well being of the student athlete.					
15.	Works with coaches at levels below the varsity to develop athletes.					

Coaching Performance						
16.	Conducts self in a professional and sportsmanlike manner at all times.					
17.	Teaches the fundamental philosophy, skills and knowledge essential to the sport.					
18.	Develops a well organized practice schedule with specific objectives for each practice session.					
19.	Praises athletes for positive performances.					
20.	Offers constructive criticism for poor performances.					
21.	Maintains effective individual and team discipline at practice and games.					
22.	Provides opportunities for all members of the team to participate, depending upon their ability and effort, while maintaining a competitive squad.					
23.	The performance of the team reflects enthusiasm, motivation, proper fundamentals and sportsmanship.					
24.	Learns new strategies and trends in the sport by attending clinics and reading coaching publications.					
25.	Conducts off season conditioning and training programs to develop the student athlete.					

Athletic Director's Comment:

Coach's Comments:

Coach's Signature Date

Athletic Director's Signature Date

CC: Coaching Personnel File

Code of Conduct:

RESPONSIBILITIES OF A SPACKENKILL ATHLETE:

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

Many of our athletes have gone on to collegiate fame. Many others have established league, section and state records. Because of this fine tradition a challenge is set for you to work hard and to make sure that your actions reflect the standards that are set up by the athletic department. In today's society, you will be asked to make sacrifices that will benefit yourself, your team and your school. Never before has the pressure of peer groups been so strong that you will now have to say "NO". In the long run you and your family will be proud of the sacrifices and dedication that you have put forth to be a member of our athletic teams. If you have taken this opportunity to make yourself a better individual, it will be truly a gratifying educational experience. The highs and lows of athletic competition are achieved through hard work, dedication and discipline and are rewarded with the development of fond memories and personal achievements.

Responsibilities to Yourself:

The most important of these responsibilities is to broaden you and develop strength of character. You owe it to yourself to get the greatest possible benefit from our athletic experiences. Your studies, your participation in other school activities as well as athletics, prepare you for your life as an adult.

Responsibilities to Your School:

Another responsibility you assume as a squad member is to your school. Spackenkill cannot maintain its position as an outstanding school unless you do your best in whatever activity you wish to engage. By participating in athletics to the maximum of your ability, you are contributing to the reputation of the school.

Responsibilities to Others:

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

Younger students look up to you and it is your responsibility to set a good example for them. They will copy a lot of things that you do just to be a member of your group. They need attention and guidance, so always take a few minutes to encourage them in whatever way possible.

SPACKENKILL STUDENT-ATHLETE CODE OF CONDUCT:

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

- must accept responsibility for my behavior and its outcomes
- must honor my obligations and promises
- must exercise self-control
- must be willing to be fair with others in my dealings on and off the playing field
- must take pride in myself and my accomplishments, but never at the expense of demeaning another person or group

- must respect the efforts of others
- must respect authority
- must play by the spirit, not just the letter, of the rules of the game and the rules of life
- must strive to make my community - whether that be the team on which I play or the community in which I live - better because of my contributions as a member and as a citizen

SPORTSMANSHIP AT SPACKENKILL

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

EXPECTATIONS FOR SPACKENKILL ATHLETES

We believe that:

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

NEW YORK PUBLIC HIGH SCHOOL ATHLETIC ASSOCIATION RULES FOR STUDENT CONDUCT

The NYSPHSAA has become concerned enough about sportsmanship that they have enacted legislation that requires:

- ❖ An athlete who is removed from a contest for unsportsmanlike behavior will not be allowed to participate in the next scheduled contest
- ❖ On the second offense during a season, the athlete will not be allowed to participate in the next two contests.
- ❖ On the third offense, the athlete will be banned from participation for the season.
- ❖ These penalties carry into post-season play if they occur at the conclusion of the regular season.

Athletics:

ACADEMIC ELIGIBILITY FOR HIGH SCHOOL ACTIVITIES (5129)

The Academic Eligibility policy has been designed to establish standards for high school participation in athletics and all club activities, consistent with our first and most important mission – academic success. The policy is intended to foster standards that elevate student effort and reward consistent performance.

Because we recognize that these activities are a focus of community and school pride and that studies show that they are benchmarks for predicting success in later life, we want them to remain inherently educational and supportive of our school's academic mission. Academic excellence in our school is an important goal. We view this policy as a motivational tool, providing incentives for students to work harder and emphasizing the proper priorities.

Any student in grades 7 – 12 who participates in the following high school activities will be subject to the academic eligibility standard: Drama, Student Government, Debate, all interscholastic sports and all extracurricular activities and clubs which meet at least 3 hours per week.

General Eligibility for Interscholastic Activities:

- A boy/girl must be a bona fide student of the high school, taking at least four subjects and physical education.
- Any student missing physical education class (whether due to a “cut,” refusal to participate, or for medical reasons) will not be allowed to participate in a practice or contest, on the same day the student missed physical education or the day or days the medical excuse was written.
- Students assigned any disciplinary suspension are not eligible to participate on the day(s) of the suspension. Students suspended on Friday will not be eligible to participate in weekend athletic events, including practices.
- Eligibility for extra- and co-curricular activities, interscholastic sports shall be restricted for those students with excessive unexcused absences at the discretion of Administration.
- Students must be in attendance for at least 5 periods in order to participate in after-school activities (unless prior approval is received from a school administrator).
- Students leaving school due to illness may not participate in and/or attend extra-curricular activities and other school events unless specified otherwise by the school nurse.

Training Rules:

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

1. Athletes shall not consume, possess, buy, sell or give away alcohol, tobacco, steroids, non-prescribed medications or any other substance the consumption and possession of which is prohibited by New York and/or Federal Law.
2. Student-athletes shall not be present at peer gatherings where alcohol or drugs are being illegally dispensed.
3. If a violation of these training rules occurs during the school day, at a school function or school trip the student will be suspended at a minimum for the duration of the athletic season.

Prior to any suspension taking effect, the athlete shall have an opportunity to meet with the coach or Athletic Director to present his/her side of the story as part of a general discussion of the conduct under review.

B. General rules pertaining to conduct and penalty:

1. Stealing – indefinite suspension.
2. Initiating a physical attack on a teammate, coach, spectator, official or opponent – indefinite suspension.
3. Misconduct – insubordination or unsportsmanlike conduct – indefinite suspension.
4. Failure to return issued equipment or make restitution – the athlete will be barred from any further competition on any team.

EXPECTATIONS FOR SPECTATOR CONDUCT

We believe that:

Spectators should cheer and applaud good plays by both teams.

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

Sport Specific Rules:

There are different requirements for certain sports depending on their nature and rules. Some are outdoors, some are indoors; some are team oriented, others individual and some are both. The number of participants ranges widely on the different teams. Specific requirements such as the use of special equipment may also exist. Therefore, coaches may have specific rules for a sport in addition to the general requirements of the NYSPHSAA, Section IX MHAL League and school rules. These rules should be clear to all team members and their parents. In addition, any disciplinary actions for infractions should be known beforehand. Any athlete or parent who has questions or difficulties with the sport specific rules should communicate with the coach involved. It is hoped that in this manner athletes, parents and coaches will work cooperatively toward the continued success of our athletic program.

Hazing:

Hazing of sexual harassment of any kind, including initiations, is prohibited on any Spackenkill team.

Game officials - clearance and assignment are governed by the Section IX regional office.

Coaching Roles and Responsibilities:

- Practice and Contest Responsibilities:
 - All athletes must have had and passed the health examination before they are allowed to practice. The coach must have the completed Health/Parent Permission form before practices are allowed to commence.
 - Good judgment should be used regarding the length of practice sessions (2 – 2 ½ hours). Practice sessions must begin and end on time.
 - Coaches are responsible for setting up practice schedules and giving copies of this schedule to the Athletic Director.
 - Supervision of the locker room, practice area and building is the direct responsibility of the coach. The coach is responsible for his/her team from the time they report for practices or contests until all players have left the building and are transported home. For contests and practices, coaches must be on-site prior to the arrival of their athletes and must not leave until all students have been picked up or left the campus.
 - At the conclusion of practices and home contests, all equipment and supplies must be put away securely. All lights and showers must be turned off and the doors locked.
 - Conditioning and fitness of athletic squads are the direct responsibility of the coach. Good judgment should be used throughout practice sessions. The Athletic Trainer is available to advise coaches on flexibility, strength and conditioning programs.
 - Coaches should inform the Athletic Director of any damage or needed repairs to facilities.
 - Team members must not have access to equipment and supply rooms or access to keys.
 - Practice sessions must be well planned and administered. Written practice plans and attendance records are a must. Practice plans must reflect progressions in conditioning and technique.
 - Coaches will demonstrate technique to the best of their ability.

- Equipment and Supplies:
 - The coach is responsible for all equipment and supplies issued to team members. Accurate records of the dispersal and collection of the supplies and equipment must be kept.
 - The coach shall make sure that all equipment and supplies are used properly.
 - At the conclusion of the season, each coach will collect and inventory all the equipment and supplies under his control. An inventory will be turned in to the Athletic Director and storage will be arranged until the next season.
 - All equipment and supply budgets will be prepared by the head coach and submitted to the Athletic Director on a designated date. Lower level and assistant coaches should have input into the development of the budget.
 - Coaches will not order or purchase any equipment or supplies without the approval of the Athletic Director and the use of a school purchase order.

- Coaches must regularly check equipment and supplies for safety and report any problems to the Athletic Director.
- Care of Injuries:
 - If the Athletic Trainer is in attendance, he will be the first in the line of command to care for injuries. Otherwise, the coach will be in charge. Coaches should use their cell phones to alert the Athletic Trainer if an injury occurs.
 - The coach must turn in all accident reports to the school nurse within a 24 hour time period.
 - The coach is to educate team members that they must report all injuries to him/her prior to seeing a doctor if possible. Otherwise, the coach must be informed as soon as possible after medical treatment is sought.
 - When a serious injury is suspected such as fractures, head, neck or joint injuries, the ambulance should be called.
 - Parents of the injured athlete must be notified as soon as possible. Coaches must keep copies of the Health/Parent Permission Forms with them in order to obtain emergency numbers and emergency permission to obtain medical treatment.
 - Before any athlete can return to the team, he/she must have a written release from the physician. The release must go to the school nurse, who will send a note to the coach.
- Transportation and Athletic Teams:
 - A transportation schedule will be given to each coach at the beginning of each season, and it is the responsibility of the coach to inform the Athletic Director of any needed changes.
 - Coaches are responsible for the behavior of their athletes on school buses. The bus driver must not be distracted because of poor behavior.
 - Coaches must check the condition of buses at the end of trips. All trash must be picked up.
- Attendance and Academics:
 - The coach is responsible for encouraging athletes to attend school regularly, especially the day after a contest.
 - Coaches are encouraged to look at the report cards of team members.
 - Coaches are encouraged to communicate and develop strategies with classroom teachers regarding their athletes.
- Publicity and Public Relations:
 - Head coaches are responsible for all publicity and public relations for their particular program. Reporting varsity contest results to the media is mandatory.

- Coaches must keep their parents and athletes well informed of activities (practice times, practice days, competition schedules, etc.) in their program.
 - Parent-night meetings, open houses, clinics, etc. are highly recommended to improve parent relations.
 - Coaches must be very discreet in their remarks to the media, especially concerning the performance of their teams and/or officials.
- Discipline:
 - Coaches will be responsible for:
 - Conduct of all team members during all practices, trips, athletic contests and until they have departed for home.
 - Enforcement of all eligibility, code of conduct and training rules.
 - Informing the Athletic Director of any disciplinary action imposed on an athlete.
- Coordination of Programs:
 - Coaches should maintain a continual communication line with the Athletic Director in order to ensure a smooth running program.
 - Assistant and lower level coaches must also keep their head coaches informed about issues in their programs.
 - The head coaches will coordinate the total program for their sports and coaching staff.
- General Duties:
 - All coaches are expected to have an adequate and updated knowledge of the skills, strategies and rules of their sports.
 - Coaches are always to remember that they are role models for young people. Their language, behavior and dress have to reflect a professional attitude at all times.
 - Coaching is teaching at its finest. Coaches must be prepared and organized every time they have contact with their teams.
 - The Athletic Director must approve all fund raising projects before the projects begin.
- Certification:
 - Coaches will have the certification that is required under the Regulations of the Commissioner of Education of New York State, 135.4.

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

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

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

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

Athletic Trainer:

On an annual basis, an agreement is signed for Athletic Training/Sports Medicine Services with the Orthopedic Associates of Dutchess County. Services Offered: Certified Athletic Trainer to be stationed at Spackenkill High School providing, when necessary, injury assessment (subject to follow-up with physician evaluation), rehab guidelines and injury prevention education. An OADC ATC will visit SUFSD daily, 5-6 days per week. The OADC ATC will be present on campus from ½ hour before the end of classes through end of day practices (or an agreed upon time with SUFSD's Athletic Director) and provide all the necessary and appropriate services. In addition to regular weekly practice coverage, an OADC ATC will be present for all home varsity contests, all home football games, and will travel to with varsity football to away contests. In the instance where two home events are occurring simultaneously, the OADC ATC will provide sideline coverage to the event with the highest potential for injury. The OADC ATC will provide the coaches and parents with a written assessment of any injuries evaluated and will provide a cell phone number to be reached, up to 8:00 pm that evening, for any questions pertaining to the athlete's injury and/or recommendations that are being made by ATC.

ATHLETIC EVENT EMERGENCY ACTION PLAN:

FIELDS & COURTS - MEDICAL EMERGENCY / ACCIDENT

The Coach should:

1. remain calm
2. assess the situation
3. call 911 if necessary and/or contact the athletic trainer
4. do not move the injured or ill person; try to make them comfortable
5. meet or have designee greet medical personnel
6. contact the athlete's parent/guardian
7. contact the athletic director
8. obtain and fill out an incident report and return to the appropriate nurse's office
9. if the athlete is transported to the hospital by ambulance and the parent is not available to ride along, accompany (or have someone accompany) the athlete to the hospital; do not leave your team unsupervised
10. follow up with the parent later that day or the next day

The Athletic Director / Event Supervisor should:

1. remain calm
2. assess the situation
3. review information from the coach
4. move all athletes, spectators, and unnecessary personnel away from the injured athlete
5. contact 911 if necessary
6. (option) make announcement #1 shown below
7. assist medical personnel in gaining access to the site
8. update teams if necessary
9. if the injured athlete is not from your school, contact the AD from the school he/she attends
10. Athletic Director - keep principal and/or superintendent informed

Event Supervisor: The coach might ask you to get an AED from inside the building. If this is necessary, someone else will make the call for the ambulance. Location of the AED's:

1. Spackenkill High School: On the wall next to the auditorium.
2. Todd Middle School: On the wall by the entrance to the library.
3. Nassau Elementary School: On the wall by the main office.
4. Hagan Elementary School: On the wall by the main office.

- Event Supervisors may also be asked to accompany an injured athlete by going with the ambulance to the hospital and waiting until a parent arrives. This could be for either one of our athletes or one from a visiting team.

PA Script

#1 Ladies and gentlemen, EMS has been notified. Please remain calm and in the stands. An update announcement will be made when appropriate.

FIELDS & COURTS - CROWD CRISIS / VIOLENT ACT

The Coach should:

1. remain calm
2. have athletes gather in one place with you (either at the sideline, team bench, or a safe area away from the crowd)
3. tell them to relax, remain calm and quiet
4. account for all the athletes
5. DO NOT allow athletes to get involved in the situation
6. contact the athletic director
7. contact parents
8. follow school protocol for releasing athletes

The Athletic Director / Event Supervisor should:

1. remain calm
2. assess the situation
3. at this point, if necessary, **contact 911**

4. when you deal with a person involved in the situation, in a calm voice identify yourself and tell them specifically what it is you want
 5. remove from the area those people involved in the situation
- IF the situation has escalated to a point that cannot be handled easily...
6. suspend the contest
 7. have the PA announcer or someone with a loud speaker or bull horn make announcement #1 shown below
 8. take teams, coaches, and officials to a safe location; locker rooms, gymnasium, bus
 9. communicate with contest staff
 10. if someone is filming the contest, and they are located in a safe place, have them film the situation
 11. encourage spectators to move away from the situation and out of harms way
 12. isolate the people/group involved in the situation
 13. make announcement #2 shown below
 14. resume the contest
- IF the contest needs to be cancelled and the area vacated...
15. make announcement #3 shown below
 16. assist in the evacuation of the area
 17. communicate and cooperate with emergency personnel
 18. make sure all teams have evacuated the area
 19. follow school protocol regarding media contact
 20. follow school protocol for releasing athletes
 21. inform parents of the situation
 22. contact the AD from the opposing school to inform of the situation and reschedule the contest

PA Script

#1 Ladies and gentlemen - For your safety and the safety of others, please move away from the disturbance. Do not engage in the situation. Security has been contacted and will handle the situation.

#2 Ladies and gentlemen - We apologize for the delay of game, at this time we are ready to resume play. Thank you for your cooperation.

#3 Ladies and gentlemen – Due to the disturbance that has taken place, the contest is being cancelled. For your safety and the safety of those around you, we ask that you do the following: Please gather your belongings and proceed in a calm and orderly fashion to your vehicle. Information regarding the rescheduling of this contest will be available from your school athletic office at a later time.

FIELDS & COURTS - POWER OUTAGE (Evening events)

The Coach should:

1. remain calm
2. have athletes gather at the side line
3. tell them to relax, remain calm and quiet
4. account for all the athletes
5. wait for the power to return

6. if not present, contact the athletic director
7. follow school protocol for releasing athletes

The Athletic Director / Event Supervisor should:

1. remain calm
2. assess the situation
3. if dark in the facility, use a bull horn to make announcement #1 shown below
4. contact maintenance staff
5. contact local utility company
6. communicate with officials, teams and coaches

IF the contest must be cancelled and we still have some LIGHT...

7. make announcement #2 shown below
8. follow school protocol for releasing athletes
9. contact the AD from the opposing school to inform of the situation and reschedule the contest
10. follow school protocol regarding media contact

IF the contest must be cancelled and we are in the DARK...

11. make announcement #3 shown below
12. organize contest workers to assist in the evacuation of the area (key areas to have someone stationed are aisles, bleachers, stairways, roadways, parking lot, etc...)
13. assist in the evacuation of the area (flashlights located in the athletic office)
14. follow school protocol for releasing athletes
15. contact the AD from the opposing school to inform of the situation and reschedule the contest
16. follow school protocol regarding media contact

PA Script

#1 Ladies and gentlemen - Due to the power outage that just occurred, we must temporarily suspend the contest. For your safety and the safety of others, we ask you to remain seated (or be seated), calm and quiet while we attend to this matter. Further information will be provided at a later time.

#2 Ladies and gentlemen - We are unable to restore power and the event has been cancelled. Information regarding the rescheduling of this contest will be available from your school athletic office.

#3 We are unable to restore power and the event has been cancelled. Information regarding the rescheduling of this contest will be available from your school athletic office. (If the facility is dark) Please remain calm and quiet while we work toward a safe exit for all participants and spectators. School personnel with flashlights will assist in helping you exit the area. Please be patient. Thank you.

FIELDS & COURTS - SEVERE WEATHER –Thunder/Lightning,

NYSPHSAA - THUNDER & LIGHTNING POLICY

Applies to regular season through NYSPHSAA Finals:

- 1) Thunder and lightning necessitates that contests be suspended. The occurrence of thunder and/or lightning is not subject to interpretation or discussion - thunder is thunder, lightning is lightning.
 - a) With your site administrator, set up a plan for shelter prior to the start of any contest.

2) When thunder is heard and/or when lightning is seen, the following procedures should be adhered to:

- a) Suspend play and direct participants to go to shelter, a building normally occupied by the public or if a building is unavailable, participants should go inside a vehicle with a solid metal top (e.g. bus, van, car).
- b) Do not permit people to stand under or near a tree; and have all stay away from poles, antennas, towers and underground watering systems.
- c) After thunder and/or lightning have left the area, wait 30 minutes after the last boom is heard or strike is seen before resuming play or competition.

Severe Weather – All athletes (including visiting teams) should go inside the building

Contests will be delayed 30 minutes each time you hear thunder or see lightning

Contests that begin before 3:00pm may be delayed up to 3 hours

Contests that begin between 3:00pm and 7:00pm may be delayed 90 minutes

Contests that begin after 7:00pm may be delayed 1 hour

Follow school protocol for releasing athletes.

The athletic director / event manager should:

1. talk with the officials and coaches
2. communicate with the facility staff
3. make certain the shelter area is unlocked and available
4. document contest information (score, time left in contest, possession, etc...)

IF it is determined that you need to take shelter...

5. make announcement shown below
6. evacuate athletes, coaches, and spectators to the designated shelter area
7. assist with the evacuation; make certain no one remains
8. contact the AD from the opposing school to inform of the situation and reschedule the contest
9. communicate cancellation and rescheduling information with the media

PA Script

Ladies and gentlemen – Due to the severe weather conditions we are experiencing, please take shelter. For your safety and the safety of others, we ask you to remain calm and quiet. Athletes, report to your coaches and go to _____ (designated shelter area). Spectators, please take cover in _____ or your vehicle. There will be a minimum of a 30 minute delay. You will be given additional information when it is available.

FIELDS & COURTS - SEVERE WEATHER –heat index/wind chill

NYSPHSAA - HEAT INDEX PROCEDURES

Administration of Heat Index Procedures:

- Feels Like Temperature (Heat index) or THI using a Wet Bulb indicator on the field will be checked 1 hour before the contest/practice by a certified athletic trainer, athletic director, or school designee when the air temperature is 80 degrees (Fahrenheit) or higher. Download WeatherBug app to your phone or log into www.weatherbug.com. Schools may

also use a Wet Bulb indicator on the field that will be used. Enter zip code or city and state in the location section of the app or on-line or determine the THI by using a Wet Bulb indicator. If the Feels Like temperature (heat index) or the Wet Bulb Indicator is 90 degrees or above, the athletic trainer, athletic director, or school designee must re-check the Feels Like temperature (heat index) or Wet Bulb indicator at halftime or midway point of the contest. If the Feels Like temperature (heat index) or Wet Bulb indicator is 96 degrees (Fahrenheit) or more, the contest will be suspended. Please refer to the NYSPHSAA heat index chart to take the appropriate actions.

NYSPHSAA - WIND CHILL PROCEDURES

Administration of Wind Chill Procedures:

- Administration of Wind Chill Procedures: Feels Like Temperature (Wind Chill) will be checked 1 hour before the contest/practice by a certified athletic trainer, athletic director, or school designee when the air temperature is 39 degrees (Fahrenheit) or lower. Download WeatherBug app to your phone or log into www.weatherbug.com. Enter zip code or city and state in the location section of the app or on-line. If the Feels Like temperature (wind chill) is 10 degrees or below, the athletic trainer, athletic director, or school designee must re-check the Feels Like (wind chill) at halftime or midway point of the contest. If the Feels Like (wind chill) temperature is -11 degrees (Fahrenheit) or lower, the contest will be suspended. Please refer to the NYSPHSAA wind chill chart to take the appropriate actions.

FIELDS & COURTS - MISSING ATHLETE / ABDUCTION

The Coach should:

1. remain calm
2. try to contact the athlete on their cell phone
3. notify the athletic director immediately
4. become aware of any special custody arrangements of the athlete
5. ask the athletes friends if they have any information; attempt to find out where they were last seen
6. account for the rest of your athletes
7. begin an organized search of the area (coordinate with the AD)
8. contact the missing athlete's parent/guardian
9. contact 911
10. if someone noticed the athlete being taken – contact the police immediately and obtain any information about the unauthorized individual - description, license plate, type of force used, direction of travel
11. don't be a hero
12. use common sense
13. do not release any information to the media
14. follow school protocol regarding media contact

The Athletic Director / Event Manager should:

- a. remain calm
- b. assess the situation
- c. review information from coach and team
- d. make announcement #1 shown below
- e. contact parent – maybe they know where their son or daughter is
- f. assign personnel to search the area
- g. contact principal/athletic director and/or superintendent with details
- h. cooperate with the authorities

PA Script:

#1 _____(missing athlete's name), please report to the _____(designated area).

BUS TRIPS - MEDICAL EMERGENCY / ACCIDENT

The coach should:

1. remain calm
2. assess the situation
3. determine where the bus is located (exit number or cross streets)
4. call 911 if necessary
5. do not move the injured or ill person; try to make them comfortable
6. meet or have designee greet medical personnel
7. contact the athlete's parent/guardian
8. contact the athletic director
9. obtain and fill out appropriate medical emergency form
10. if the athlete is transported to the hospital by ambulance and the parent is not available to ride along, accompany (or have someone accompany) the athlete to the hospital; do not leave your team unsupervised
11. follow up with the parent later that day or the next day

The athletic director should:

1. remain calm
2. assess the situation
3. review information from the coach
4. tell coach to move all athletes away from the injured athlete
5. contact 911 if necessary
6. contact the principal and/or superintendent
7. follow up with the parent the next day
8. keep principal and/or superintendent informed

FIELDS & COURTS - FIRE or EXPLOSION & EVACUATION

The Coach should:

1. remain calm
2. notify the officials regarding the situation
3. evacuate athletes from the field or court

4. evacuate to a designated area outside the facility
5. take attendance and account for all of your athletes
6. attempt to locate anyone missing; determine last known location
7. report any missing person to the fire department or rescue team
8. notify the athletic director of the situation
9. follow directions from the fire department or rescue team
10. follow school protocol regarding media contact
11. follow school protocol for releasing athletes

The Athletic Director / Event Manager should:

1. remain calm
2. assess the situation
3. contact 911
4. make announcement shown below
5. tell coaches to take attendance and account for entire team; tell visiting team coach where to go should evacuation be necessary
6. assist in the evacuation of the area
7. communicate and cooperate with emergency personnel
8. make sure all teams and spectators have evacuated the area
9. follow school protocol regarding media contact
10. follow school protocol for releasing athletes
11. contact the AD from the opposing school to inform of the situation and reschedule the contest

PA Script:

Ladies and gentlemen - Due to the sounding of the fire alarm, at this time we must suspend the contest and evacuate the area. Please gather your belongings and move toward the nearest exit in a calm, quiet and orderly fashion. We will provide further information as soon as possible. (if cancelled) Information regarding the rescheduling of this contest will be available from your school athletic office at a later time.

FIELDS & COURTS - LOCATION INFORMATION SPACKENKILL HIGH SCHOOL

The name of the field or court is:

Spackenkill High School – football field, soccer field, tennis courts, basketball gymnasium

The address of the field or court is:

**112 Spackenkill Road
Poughkeepsie, NY 12603**

The GPS coordinates of the field or court is:

41.658436 – 73.911349

The emergency vehicle entrance is located:

Football Field – Access the field through the fence at the entrance to the track

Soccer Field – Access the field through the fence on Hagan Drive near the tennis courts
Basketball Court – Auditorium entrance at the high school
Tennis Court – Access the courts on Hagan Drive

AED's are located:

- 1. Main entrance – directly on the left wall before the main office**
- 2. Auditorium entrance – on the wall between the gymnasium and auditorium**
- 3. Cafeteria entrance – hallway directly across from the cafeteria**

FIELDS & COURTS - LOCATION INFORMATION

TODD MIDDLE SCHOOL

The name of the field or court is:

Todd Middle School – soccer field, baseball field, field hockey field, basketball gymnasium

The address of the field or court is:

11 Croft Road
Poughkeepsie, NY 1260

The GPS coordinates of the field or court is:

41.6607304 – 73.9234361

The emergency vehicle entrance is located:

Soccer, Field Hockey, Baseball Fields – Access the fields by going behind the school via the access road on the right side of the building. Follow the road to the soccer field and through the fence for the field hockey and baseball fields.

Basketball Court – Main entrance to the school

AED's are located:

- 1. Main entrance – on the wall by the entrance to the library**
- 2. Gymnasium entrance – through the gym into the hallway towards the main office, on the wall by the entrance to the library**

FIELDS & COURTS - LOCATION INFORMATION

NASSAU ELEMENTARY

The name of the field or court is:

Nassau Elementary School – softball field

The address of the field or court is:

7 Nassau Road
Poughkeepsie, NY 12601

The GPS coordinates of the field or court is:

41.6435389 – 73.92791

The emergency vehicle entrance is located:

Softball Field – Access the field through the parking lot and fence on the left side of the school. Field is on the backside of the building.

AED's are located:

- 1. Softball storage closet – closet is located on the backside of the building**
- 2. Main entrance – on the wall by the main office**