



Binghamton City School District
Physical Education
& Wellness Plan

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INTRODUCTION

Revised Regulation of the Commissioner of Education governing physical education were approved by the Board of Regents at its June 1974 meeting effective August 1, 1974. Section 135.4 by repealing the old Section 135.4 and substituting a new Section 135.4.

The guidelines included herein have been prepared by the Departments physical education personnel to assisting the interpretation and implementation of these new Regulations. It should be noted that as a first draft, they are subject to change as experience and their use and new interpretation may warrant.

For the convenience of those who wish to refer to Sections in the Education Law which pertain to physical education, such Sections (803 and 3204) are quoted in Part I.

Part II is divided into divisions corresponding to those in Regulations. In each division, the Regulation is quoted for ease of reference, followed by the guidelines and then suggestions for information to be included in the district physical education plan. In some cases, sample forms are also included. Suggestions and ideas for the planning of physical education programs can be found in the guidelines.

Although considerable effort has been made to eliminate errors in these guidelines, the possibility of overlooking one is always present. Should any error be discovered, please let the Division of General Education know about it. Any other suggestions for improving the quality of New Guidelines will be appreciated.

REGULATIONS GOVERNING PHYSICAL EDUCATION

(A) COMMISSIONER'S REGULATIONS

100.5 Diploma Requirements

(a) General requirements for a Regents or local high school diploma:

(3) All student shall have earned the equivalent of two units of credit in physical education in accordance with the requirements set forth in section 135.4 (2)(ii) of this Title. Such units of credit shall not count towards the required unites of credit set forth in paragraphs (1) or (2) of this subdivision. A student who has completed the diploma requirements as set forth in paragraphs (1) or (2) of this subdivision in fewer than eight semesters, shall not be required to continue enrollment in high school for the sole purpose of completing the physical education requirement as set forth in this paragraph, if the school, upon the request of the student's parent or guardian, wishes to grant such student a high school diploma prior to his or her eighth semester.

POLICY:

- The equivalent of two units of credit for physical education can be awarded $\frac{1}{4}$ unit per semester. In order to receive a diploma after completing fewer than eight semesters, students must have met the requirements for each semester of physical education up to gradation.
- The equivalent of a unit of credit in physical education requires mastery of the learning outcomes within the limits of each student's capability as set forth in a state or local syllabus. The time requirement for the equivalent of a unit of credit in physical education is met by a student's physical education schedule of two periods per week in one semester and three periods per week in the other semester each year.

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

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

(C) Program plans. The School District shall include the following:

- (1) Curriculum
 - (ii) There shall be experiences of sufficient variety of activities.

- (iii) *There shall be opportunity for participation in appropriate extra-class activities.*
 - (iv) *There shall be activities adapted to meet the needs of pupils who are temporarily or permanently unable to participate in regular program of physical education. Adaptive physical education programs shall be taught by a certified physical education teacher.*
 - (v) *There shall be continuous evaluation of the instructional program and assessment of individual pupil needs and progress.*
- (2) *Required Instruction*
- (i) *Elementary instructional programs grades K-6*
 - (a) *All pupils in grades K-3 shall participate in the physical education programs on a daily basis. All pupils in grades 4-6 shall participate in the physical education program not less than three times each week. The minimum time devoted to such programs shall be at least 120 minutes in each calendar week, exclusive of any time that may be required to dressing and showering; or*
 - (b) *As provided in an equivalent program approved by the Commissioner of Education.*
 - (ii) *Secondary instruction program (grades 7 through 12). All secondary pupils have the opportunity for regular physical education, but not less than three times per week in one semester and two times per week in the other semester, taught by a certified physical education teacher, and all such pupils shall participate in the physical education program either:*
 - (a) *A minimum of three periods per calendar week during one semester of each school year and two periods during the other semester; or*
 - (b) *a comparable time each semester if the school is organized in other patterns; or*
 - (c) *for pupils in grades 10 through 12 only, a comparable time each semester in out-of-school activities approved by the physical education staff and school administration; or*
 - (d) *As provided in an equivalent program approved by the Commissioner of Education.*
- (3) *Attendance*
- (i) *All pupils shall attend and participate in the physical education program as approved by the school plan for physical education and as indicated by physician's examinations and other tests proved by the Commissioner of Education. Individual medial certificates of limitations must indicate the area of the program in which pupils may participate.*
 - (ii) *School district plans shall indicate through the sequential curriculum the steps to be taken to insure that each pupil meets the requirement for participation in the physical education program that complies with the provisions of this section. School districts may award local diploma credit for the required program, and may also submit the plans for elective units in physical education for additional credit.*
- (4) *Personnel*
- (ii) *When students participate in out-of-school activities as part of alternative programs, such activities may be taught by non-certified personnel, provided they have appropriate experience and re so approved by the board of education.*
 - (iii) *Each school district operating a high school shall employ a director of physical education who shall have certification in physical education and administrative and supervisory service. Such director shall provide leadership and supervision*

for the class instruction, intramural activities and interschool athletic competition in the total physical education program. When there are extenuating circumstances, a member of the physical education staff may be designated for such responsibilities, upon approval of the commissioner. School districts may share the services of a director of physical education.

EDUCATION LAW, SECTION 803 & 3204

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

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

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

Education Law, Section 3204. Required Instruction.

3. Courses of study

a. (1) The course of study for the first eight years of full time public day schools shall provide for instructions in at least the twelve common school branches of arithmetic, reading, spelling, writing the English language, geography, United States history, civics, hygiene, physical training, the history of New York State and Science.

(2) The courses of student and of specialized training beyond the first eight years of full time public day schools shall provide for instruction in at least the English language and its use of civics, hygiene, physical training, and American history including the principles of government proclaimed in the Declaration of Independence and established by the constitution of the United States.

PART II - GUIDELINES

(1) SCHOOL DISTRICT PLANS

1. Regulation:

It shall be the duty of trustees and boards of education to develop and implement school district plans to provide physical education experiences for all pupils as hereinafter provided. Such plans shall be kept on file in the school district office and available for inspection upon request. All school districts shall comply with the provisions of this section by August 1, 1974. However, the requirement for development of a plan shall become effective September 1, 1975. A school district may conduct an instructional program which differs from, but is equivalent to, the required program of instruction set forth in paragraph (2) of subdivision c) of this section, with the approval of the commissioner. An application to conduct such equivalent program shall be filed with the Division of Physical Education and Recreation of the Department not later than ten weeks prior to the implementation of such program. Such instructional program may be modified, with the approval of the Commissioner, upon application for such change which shall also be filed not later than ten weeks prior to the implementation of such modification.

The Binghamton City School District has on file a District Plan for Physical Education. The plan is to serve as a guide for providing appropriate physical education to all students in grades K-12. As the needs of children, teachers, and the community change, the plan changes. In any event, this plan is to be reviewed, and possibly revised, annually.

BINGHAMTON CITY SCHOOL DISTRICT – DISTRICT GOALS

The following mission and belief statements have been adopted by the Binghamton City School District Board of Education.

Our mission is to educate, empower and challenge all students to become productive, global citizens through innovative approaches to learning.

EDUCATIONAL PHILOSOPHY

- We believe that all children can learn and are the focal point of our schools.
- We believe that learning takes many forms and is enhanced in an atmosphere that stimulates creativity, self-awareness and divergent thinking.
- Our mission is to assist children in developing comprehensive academic skills, thinking skills, a meaningful value system, pride in their accomplishments, a shared responsibility for learning, a respect for self as well as others, and a vocational direction that allows them to become responsible, productive members of a global society.
- Binghamton City School District accepts this responsibility and provides educational opportunities that meet the needs of all our students.
- Our curriculum addresses the intellectual development of children which proceeds in the primary grades from the logic of concrete operations and culminates with symbolic and abstract operations at the secondary level. This curriculum follows and supports the N.Y.S. syllabi and objectives and offers a variety of instructional and enrichment opportunities.
- We provide a diverse extra-curriculum, co-curricular and interscholastic program that complements the curriculum in developing the total individual.
- The organizational structure and climate of our schools promote both student and staff success. We recognize and provide for continuous staff development that supports effective education, and we firmly believe that teachers are essential for effective and affective learning to occur.
- An optimum learning environment is created through respect, trust and cooperation. Moreover, administrative support of established educational policies and practices is essential to maintaining this positive learning environment.
- The policies of our school district support the personal, social and physical development of students. Standards and rules that affect students are developed with cooperation and input from parents, students and staff.
- We take the responsibility to inform parents/home of the kind of support the school requires from home. Parents are notified in a timely fashion concerning achievement, attendance and discipline.
- Our policies encourage the close partnership among school, the students, the home and community. In addition to our goal of educating children, we provide opportunities for all residents to acquire intellectual, personal, social and physical skills.
- The community is made aware of available educational programs sponsored by the district. We recognize and promote those values that support cooperation among community members, and foster a respect for human worth.
- A comprehensive educational system includes the evaluation of staff, students and programs. The purpose of evaluation in the Binghamton City School District is to measure and enhance the growth of individuals in our schools.
- We will periodically report to the community regarding the status of academic achievement and the accomplishment of our goals and objectives.
- Cognitive Objective.

MISSION STATEMENT FOR PHYSICAL EDUCATION

Physical education is one of the areas of education that focuses on educating the whole child. Physical education is the study of how and why people move: based on concepts and principles of physiology, sociology and psychology. Physical education helps ensure a child's mental alertness, physical development, academic performance, and readiness to learn.

BELIEF STATEMENT FOR PHYSICAL EDUCATION

The Binghamton City School District physical education department believes that all people can enjoy the benefits of physical fitness. The focus of the Binghamton City School District's physical education program is to provide an environment which fosters self-esteem, personal fitness, independent thinking and decision-making. Students who participate in physical education programs can expect to know and appreciate the effects of physical activity upon the body now and in the future.

BINGHAMTON CITY SCHOOL DISTRICT PHYSICAL EDUCATION DEPARTMENT GOALS AND OBJECTIVES

The objectives of the Binghamton City School District's physical education department are to:

- Provide an extensive array of activities with opportunities for every student to be successful.
- Create a Physical Education program where students are accountable for their own actions.
- Allow students to give feedback and share ideas that will enhance the program.
- Provide physical activity that will enable each student to monitor their desired gains.
- Provide experiences that give relief from emotional strain and stress.
- Develop appropriate social behaviors with other students and staff.
- Allow students to experience competitive and non-competitive activities in team and individual formats.
- Develop skill, interest, and an appreciation for the need of life-long learning and activity
- Assist students in developing and implementing a personal fitness plan.
- Ensure that every student receives a quality physical education program with adaptation as necessary.

Physical Education is a vital school subject taught in a laboratory situation in which learners acquire skills, knowledge, and positive attitudes through participation in movement activities. Its value is of increasing importance in an American culture where many pupils' daily lives no longer include even the minimum of physical activity essential for healthy living. A balanced physical education programs is basic to the school's commitment to meet the physical, intellectual, and social/emotional needs of learners, since it contributes to all aspects of being.

The heart of this document lies in the New York State Education Department's, regulations, laws, and mandates for physical education. This document was carefully crafted by a committee of physical education teachers and the Director of Physical Education and Health.

With obesity and type II diabetes at an all-time high in children, the Surgeon General, parents and school districts are looking at school physical education departments as "investments in the future" for a healthier community.

In a recent national poll, nearly all parents (95%) think regular, physical activity helps children do better academically.

Three in four parents (76%) think more school physical education could help control and prevent obesity. The vast majority (95%) think physical education should be part of a school curriculum for all students in grades K-12. More than half (at least 54%) believe physical education is as important, or more important, than academics such as math, science, and English.

“In the last 20 years the proportion of overweight children between ages 6 and 19 has tripled to nearly one of every three kids,” said George Graham, PH.D., Professor at the Pennsylvania State University. “A larger reason for this is our children’s lack of physically activity is a national crisis. Physically inactive, overweight children grow up to become physically inactive, obese adults. This plan is being submitted for approval by the Binghamton City School District’s Board of Education and the State Education Department in order to meet compliance with Education Law 803 and 3204.

INTRODUCTION TO STANDARDS

Physical Education contributes to character development and the acquisition of the social and personal management skills essential to students’ successes during their school years and throughout their lives. Learning experiences in these subject areas offer opportunities for team effort and cooperation and the exploration of individual talents and interests.

Physical Education prepares students with the knowledge and skills to lead physically active and physically fit lives. In our sedentary society, physical education makes an increasingly important contribution to the education of the whole child. In addition to helping students develop physical skills, the group and individual activities in the physical education program provide opportunities for students to acquire and demonstrate social skills, cooperative skills, diligent work habits, respect for others, and integrity. Physical education provides a unique opportunity for students to recognize that all students regardless of abilities or limitations are valuable and that each participant has a significant contribution to make towards the successful completion of a group task.

- New York State Education Department

Taken together, the content standards and the performance standards define the learning standard for students in health and physical education.

The Board of Regents recognizes the diversity of students in New York State, including students with disabilities, students with limited English proficiency, gifted students, and educationally disadvantaged students, and has made a strong commitment to integrating the education of all students into the total school program. The standards apply to all students, regardless of their experiential background, capabilities, developmental and learning differences, interests, or ambitions. A classroom typically includes students with a wide range of abilities who may pursue multiple pathways to learn effectively, participate meaningfully, and work towards attaining the curricular standards. Students with diverse learning needs may need accommodations or adaptations of instructional strategies and materials to enhance their learning and/or adjust for their learning capabilities.

PHYSICAL EDUCATION

Physical education is a sequential educational program based on physical activities undertaken in an active, caring, supportive, and non-threatening atmosphere in which every student is challenged and successful. Students with disabilities are provided with a learning environment that is modified, when necessary, to allow for maximum participation. As the result of a quality K-12 physical education experience, students will:

- Acquire the knowledge and skill necessary to perform basic motor and manipulative skills and attain competency in a variety of physical activities and proficiency in a few select complex motor and sport activities;
- Design personal fitness programs to achieve and maintain physical fitness;
- Know the benefits of engaging in regular physical activity;
- Demonstrate responsible personal and social behaviors while engaged in physical activity
- Understand that participating in physical activity promotes inclusion of diverse people and understanding of differences among people;
- Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication;
- Participate regularly in health enhancing physical activities;
- (Adapted from the Content Standards for the National Association for Sports and Physical Education).

AREAS OF STUDY IN PHYSICAL EDUCATION

- Motor/Movement Skill Development is basic to the actions of daily life and of games, sports, and recreational activities. Teaching movement skills is grounded in the disciplines of anatomy, motor learning, biomechanics, and kinesiology.
- Personal Fitness/Wellness is based on a balance of behaviors and actions that enhance good health, quality of life, and well-being. Teaching is grounded in the concepts of physiology and the physiology of exercise.
- Personal Living Skills serve as the foundation for becoming a productive and concerned citizen. Personal living skills include self-reliance, social interaction and personal management.
- Manipulative Skills.
- Sports related skills.

NEW YORK STATE PHYSICAL EDUCATION STANDARDS

STANDARD 1: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

ELEMENTARY LEVEL:

- Participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area.
- Develop physical fitness skills through regular practice, effort, and perseverance.
- Demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement.
- Understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition)
- Demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness.
- Understand the relationship between physical activity and individual well-being.

INTERMEDIATE LEVEL:

- Demonstrate competency in a variety of physical activities (games, sports, exercises) that provide conditioning for each fitness area
- Know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints.
- Combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment.
- Understand the relationship between physical activity and prevention of illness, disease, and premature death.
- Develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity.
- Develop leadership, problem solving, cooperation, and team work by participating in group activities.

COMMENCEMENT LEVEL:

- Demonstrate proficiency in selected complex physical activities (games, sports, exercise) that provide conditioning for each fitness area
- Establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities
- Make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction of health-care costs
- Use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities
- Know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness), establish a personal profile with fitness/wellness goals, and engage in appropriate activities to improve or sustain their fitness
- Demonstrate competence in leading and participating in group activities

STANDARD 2: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

ELEMENTARY LEVEL:

- Contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities.
- Come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment.
- Work constructively with others to accomplish a variety of goals and tasks
- Know how injuries from physical activity can be prevented or treated.
- Demonstrate care, consideration, and respect of self-others during physical activity.

INTERMEDIATE LEVEL:

- Understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions
- Develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others.
- Work constructively with others to accomplish a goal in a group activity, demonstrate

COMMENCEMENT LEVEL:

- Know the potential safety hazards associated with a wide variety of games and activities and are able to prevent and respond to accidents
- Demonstrate responsible personal and social behavior while engaged in physical activities
- Accept physical activity as an important part of life. Self-renewal, productivity as a worker, energy for family activities, fitness, weight control, stress management, and reductions in health-care costs are understood as benefits of physical activity
- Create a positive climate for group activities by assuming a variety of roles
- Understand the physical, socially and emotional benefits of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities

STANDARD 3: Students will understand and be able to manage their personal and community resources.

ELEMENTARY LEVEL:

- Know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time.
- Become discriminating consumers of fitness information, health-related fitness activities in their communities, and fitness and sports equipment.
- Demonstrate the ability to apply the decision-making process to physical activity.

INTERMEDIATE LEVEL:

- Should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available
- Demonstrate the ability to locate physical activity information, products, and services.
- Know some career options in the field of physical fitness and sports.

COMMENCEMENT LEVEL:

- Recognize their role as concerned and discriminating consumers of physical activities programs and understand the importance of physical activity as a resource for everyone regardless of age or ability
- Recognize the benefits of engaging in appropriate physical activities with others, including both older and younger members of the community
- Identify a variety of career opportunities associated with sports and fitness and understands the qualifications, educational requirements, and job responsibilities of those careers

BINGHAMTON CITY SCHOOL DISTRICT PHYSICAL EDUCATION DEPARTMENT PROCEDURES

STUDENT CONDUCT EXPECTATIONS:

Students are expected to:

- Wear clothing that they can move appropriately in.
- Wear non-marking sneakers.
- Actively participate in physical education on a regularly scheduled basis.
- Display appropriate behaviors during physical education activities.
- Present parental excuse notes when participation will be limited because of injury or illness. These notes may be used for a maximum of three (3) consecutive days. Students will participate with limitations (7-12 only).
- Present a medical excuse for limitations of activity longer than three (3) days. These Medical Certificates of Limitations must indicate the area of the program in which pupils may participate (Grades 9-12).
- Notify teachers of any limitations during roll call.
- Notify teachers of any accidents or injuries incurred during activity as soon as possible.
- Grades K-8 will require a parent or doctor note to exempt them from physical education class. A doctor's note must be provided if student is exempt for more than one (1) day.

ALTERNATIVE “MEDICAL” PHYSICAL EDUCATION:

Students who are temporarily unable to participate in the regular program of physical education will remain in their scheduled physical education class. The instructor will provide an alternative, temporary program within the guidelines established by the physician. Students must comply with the limitations set by the physician's Medical Certificate of Limitations until released for full participation. (See *Appendix A: Physician's Medical Certificate of Limitations.*)

ADAPTIVE PHYSICAL EDUCATION:

Students with handicapping conditions who have I.E.P's and cannot participate fully in regular programs of physical education, either permanently or temporarily, will be provided with an alternative program of instruction, under the direction of a certified physical education instructor. Students will be included in a class setting (least restrictive environment) that best meets their educational needs and physical abilities.

MAKE-UP CLASSES:

- Students will be given the opportunity to make up individual day(s) of class(es) that have been missed because of legal absences, participation in field trips or music lessons may make-up days of activity after school.
- Students will sign in with the supervising teacher and will participate in structured activities in the weight room or pool.
- All make-up days are posted in the C-Building and locker room.

GRADING:

Remediation:

Students who fail to meet credit requirements may be scheduled for additional semester of instruction to complete graduation requirements. When summer school remediation is offered, students may participate in credit recovery.

ATHLETIC PROGRAM:

While the athletic program is not a required part of the physical education plan it should be noted that at Binghamton, athletics is an extension of the physical education program. Many students participate in extra-curricular activities across the three-sport seasons. It should also be noted that great community pride is looked upon and valued tremendously. Lastly, but certainly not least, is the emphasis on the link between being successful in academics as well as on the playing field. This is a strong point and focus of our athletic program

BINGHAMTON CITY SCHOOL DISTRICT POLICY

DIPLOMA REQUIREMENTS:

Two (2) units of credit in physical education are required for graduation. Students are entitled to receive one-half unit for each year they have successfully completed the requirements in physical education. Students receive a grade at the conclusion of each ten-week period of instruction. Ten-week grades are averaged and credit received after each semester.

SCHEDULING:

Students in grades 6-12 scheduled for alternate days of class, on a six-day schedule, for classes of 40 minutes by grade level and scheduled hetero-generously. All classes are scheduled as co-educational. Grades 1-5 see page 20. Grade six will also be involved in the Patriots in Motion walking program which will give them an extra 10 minutes each day of physical education before the lunch hour begins.

CLASS SIZE AND GROUPING:

Consideration will be given to the safety of students, facilities and environment needed, and supervision of students by the instructor when determining class size and groups. Ability grouping will take place only when necessary for the safety of students. Title IX regulations will be reflected in all classes and groupings. All policies and regulations of the Binghamton City School District concerning grouping and class size will be in effect as they apply to physical education.

GRADING:

Ten-week grades will be determined by averaging daily class participation and the inclusion of other assessments.

DEGREE OF PARTICIPATION CRITERIA

Maximum (five (5) points per class)

- Prepared – 1 point
- Warm-up – 1 point
- Lesson – 1 point
- Closure – 1 point
- Attitude – 1 point

No credit

- Non-participative

OBJECTIVES:

- Individual and group demonstrations and exhibitions
- Creative works with rating criteria
- Documented teacher/student observations
- Student self-evaluation
- Attitude inventories and surveys
- Video and photo analysis
- Traditional skill, Fitness tests

GRADING: INTERMEDIATE

A student's grade in physical education will be based on a holistic approach to physical activity. The grade will be based on the following:

- A. The PIE Grading system in Secondary physical education 70%
Each class a student will be assessed on a 0-5 rubric: with 5 being the highest grade for participating.
- Prepared – 1 point
 - Warm-up – 1 point
 - Lesson – 1 point
 - Closure – 1 point
 - Attitude – 1 point
- B. PHYSICAL PERFORMANCE 15%
Throughout each marking period students will be assessed on skill mastery which will account for 15% of their final grade.
- C. KNOWLEDGE OF SUBJECT AREA 15%
Written tests will be given periodically throughout each grading period to assess knowledge of subject area which will account for 15% of their final grade.

Students are scheduled for alternate days of class, on a six-day schedule, for classes of 40 minutes. Grades 6 through 8 are co-educational classes. They participate in a variety of activities that include teamwork, fitness and lifetime physical fitness.

GRADING: ELEMENTARY

Grades 1-5 are graded based on knowledge, skills, listening/following directions, effort, enthusiasm, and sportsmanship.

Each marking period 1- 4 units are graded. Assessment is based on teacher observation and a general rubric. There are no requirements for passing and classes do not have to be made up.

Grades 1 and 2 Grading Rubric:

- Demonstrates responsible personal and social behavior
- Participation and effort
- Follows rules and procedures
- Demonstrates motor skills and movement concepts
- Prepared

Grades 3, 4 & 5 Rubric:

- Demonstrates responsible personal and social behavior
- Participation and effort
- Follow rules and procedures
- Demonstrates understanding of concepts and skills
- Prepared

Students are scheduled for one 40-minute classes, two times or three times in a six-day cycle. All classes are scheduled as co-educational within their class and grade. Students grades K through 5 participate in activities that help educate the whole child. They include cooperation, teamwork, sportsmanship, following directions, fitness levels or concepts, content knowledge or movement concepts.

In the elementary programs, The Binghamton City School District uses *the 10 Plus Program* to fulfill the New York State Education Department time mandate for physical education. In the 10

Plus Program, teachers will be given a Google Doc with monthly themes and resources to be able to use in their classroom. The classroom teacher will be provided a template with specific language to add a 10-minute physical education lesson to their day. They are free to use any resource that they are currently using that align with the monthly theme. Classroom teachers will use the Google Doc as a resource to record in their daily plan: theme, resources and time used. This program was developed by a committee of physical education teachers and will be supervised by a physical education teacher in each building. The Director of Health, Physical Education and Athletics is responsible for supervising all programs in the district.

FACILITIES

Binghamton High School

- 2 gyms
- 1 fitness room
- 1 weight room
- 1 pool
- Outdoor artificial turf athletic field

East Middle School

- 1 gym
- 1 fitness room
- 1 weight room
- 1 pool
- Outside artificial turf athletic field

West Middle School

- 1 gym
- 1 fitness room
- 1 weight room
- 1 pool
- Outside grass field and black top area

All Elementary Schools

- 1 gym
- Playground area

ADMINISTRATIVE PROCEDURES

Student teachers are placed with tenured certified physical education teachers after being approved by the BOE. Supplementary teachers may be used when conducting an area which requires expertise (i.e., dancing, karate etc.); monitors/support staff will be used to help supervise locker rooms in event of an opposite gender teacher being on staff...summer school where students can earn ¼ credits.

Evaluations are:

- Physical evaluation & written.
- Written and physical evaluations are given at the Middle and High School level.
- Grouping is done by grade level at both the elementary and middle school levels. Grouping is also done by gender at the middle school levels.
- Home tutored students are given written work at the time of their assignment and it lasts for its duration.
- No use of non-school facilities.
- Participation in any interscholastic/athletic team is not considered in granting any physical education credit.

ADAPTED PHYSICAL EDUCATION

Committee of Special Education (CSE) and an Individualized Education Plan (IEP) determines unique needs of students. The IEP is then used to decide placement and activity for each student based on the individualized needs of each student. If a student is determined to have a unique need in physical education by the special education committee the following steps will take place:

- The CSE will determine a least restrictive and safe environment as well as frequency and duration of services.
- A certified physical education teacher will develop and implement an appropriate adapted curriculum to meet the needs of the student.
- Specifics of adapted physical education services will be inputted into the students IEP.
- Student progress will be discussed by the CSE at each student's annual review. Any changes in service will be decided on at this time.
- Required instruction is determined after the CSE has approved the IEP. Setting and time allotment is taken from the IEP and is then scheduled with the adaptive physical education teacher.
- Attendance is as per the Binghamton City School District School District.
- Binghamton employs a full-time adaptive physical education teacher.
- Facilities will vary between pool, gymnasium, fitness room, PT room and athletic fields.
- Administrative Procedures same as above, but the use of teacher aides depending upon the individualized student's IEP.

CURRICULUM: ELEMENTARY, INTERMEDIATE, COMMENCEMENT

Grades K-5 Curriculum

The K-5 grade physical education curriculum focuses on rules, understanding directions, playing in a safe manner, sportsmanship, flexibility, muscular endurance, upper body strength, cooperation & team work. Motor development is emphasized at all levels.

Teachers will choose a variety of activities for their students that will give them a well-rounded/diverse physical education experience.

dance	movement education	volleyball skills
space awareness	fitness concepts	basketball skills
locomotor skills	cooperative activities	floor hockey skills
kicking skills	climbing skills	lacrosse skills
rolling skills	running skills	baseball/softball skills
racquet skills	throwing and catching skills	
ball handling	jumping skills	
healthy heart	soccer skills	
tumbling skills	football skills	

Middle School Curriculum (Intermediate): Grades 6-8

The 6-8 grade physical education curriculum focuses on safety, sportsmanship, physical fitness, expanding on basic knowledge of basic sports, basic swimming instruction and water safety and development of strategy both offensively and defensively.

Sixth, seventh, and eighth graders will be scheduled as a group, for alternating days of physical education with 40-minute classes. Teachers will choose a variety of activities for their students that will give them a well-rounded/diverse physical education experience.

physical fitness testing	water safety	wellness room
indoor soccer	handball/agility ball	stroke development
table tennis/floor	tennis/badminton	water games
basketball	wrestling	outdoor recreations games
gymnastics	dance	frisbee
floor hockey/lacrosse	volleyball	ping pong
elementary games	team handball	Can-Jam
cooperative games	ultimate frisbee	

High School Curriculum: Grades 9-12

The 9-12 grade physical education curriculum focuses emphasis on lifetime activities, personal wellness, and the development of lifelong fitness plans which will be altered with age, environment and interests, and economics. Skill development will be aimed at proficiency in choice activities that will continue to develop throughout adulthood. They will develop competence in leading and participating in group and individual activities, accepting the differences in people, and will be knowledgeable of the variety of services and activities available to them in their communities.

Ninth, tenth, eleventh, and twelfth graders will be scheduled, co-educationally and as a group, for alternating days of physical education with 52-minute classes. Teachers will choose a variety of activities for their students that will give them a well-rounded/diverse physical education experience.

aerobics	aquatic games	badminton
basketball	cardio training	circuit training
cooperative/elem. games	field hockey	jump rope
fitness plan	fitness swim	fitness walk/jog
fitness testing	floor hockey	flag football
frisbee games	Gatorball	interval training
lacrosse	line dance	orienteering
pickle ball	plyometric	racquetball
soccer	softball	speedaway
sports training design	table tennis	team handball
volleyball	water aerobics	weight training
swimming		

All Curriculum Maps may be viewed at www.binghamtonschools.org.

Teaching in an Asynchronous and Synchronous environment -

Due to a pandemic, or other emergency closing related to the closure of the physical building, asynchronous and synchronous teaching will occur. The district physical education faculty has adapted and developed lesson that speak to our curriculum as well as taking into consideration the environment students will be in. The number one objective is to engage students and create an environment that they will learn and grow in. During an in-person lesson that involves teaching with an environmental concern of a pandemic, a 12 foot distance will be maintained when students are engaged in any physical activity. When students are not involved in physical activity, a 6-foot distance will be maintained while direct instruction is being provided by the teacher. A mask will be worn by all at all times.

Teachers will deliver a physical education lesson in one of three ways:

- In-person instruction: The lesson will be provided in person to those who are present in the building.
- Hybrid: The lesson will begin in the assigned classroom environment. Students present will be given in-person instruction, while students who are remote will be given instruction via zoom. The teacher may move the class to an alternate location with in-person students based on the day's lesson plans.
- Full-remote Learning: Remote students may be given assigned lessons via the district adopted technology platform. This same platform will be used across all classrooms, and will be the location of access to all materials.



Binghamton City School District Wellness Policy September 2020

The Binghamton City School District is committed to creating a school culture that supports and reinforces the health and wellbeing of each student and member of its staff.

The District has established a wellness committee to develop this wellness policy, making such policy recommendations for review and adoption by the Board of Education. The Superintendent of Schools or designee will ensure that all schools are meeting the requirements of the established wellness policy. Many of the tasks will fall to the members of the District wellness committee that includes, but is not limited to, representatives from each of the following groups:

- Parents and/or members of the public.
- Students.
- Physical education staff, health education and/or family consumer science.
- District's food service program.
- School Board.
- School administrators; building or program representatives.
- Health, counseling and support services.
- Grounds and maintenance.

The District Wellness Committee will assess current activities, programs and policies available in the District; identify specific areas of need within the District; develop the policy; and provide mechanisms for implementation, evaluation, revision and updating of the policy. The Wellness Committee is established to represent the local community's perspective in developing the wellness policy for the District. The District Wellness Policy addresses:

- Goals for nutrition promotion and education, physical activity and other school-based activities that promote student wellness.
- Nutrition guidelines to promote student health and reduce childhood obesity for all foods available in each school district.
- Inclusion of parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation and review and update of the local wellness policy.
- Plan to inform and update the public (including parents, students and others in the community) about the content and implementation of local wellness policies.
- Periodic evaluation and measurement of the extent to which schools are in compliance with the local wellness policy, the extent to which the local education agency's local wellness policy compares to model local school wellness policies, and the progress made in attaining the goals of the local wellness policy, and make this assessment available to the public.

Section I Nutrition Education and Wellness Promotion

- The nutrition education program shall work with the school meal program to develop school gardens and use the cafeteria as a learning lab.
- Nutrition education will incorporate behavior/skill-based lessons helping children acquire skills for reading food labels and menu planning.
- Staff will be encouraged to model healthy eating and physical activity as a valuable part of daily life.
- Schools will link nutrition education activities with the coordinated school health program.
- Nutrition education will be provided to parents in the form of handouts, the school website, articles and information provided in district or school newsletters, presentations that focus on nutrition and healthy lifestyles and through any other appropriate means available to reach parents. The school will consider student needs in planning for a healthy school nutrition environment. Students will be asked for input and feedback through the use of student surveys and attention will be given to their comments. The food service director will be available to speak with parents during open house. Parents will be provided the opportunity to give feedback on wellness goals.
- Schools shall label/mark healthy food items available to students can identify the healthy items. The healthiest choices, such as salads and fruit, will be prominently displayed in the cafeterias to encourage students to make health choices. Healthy food options will be comparably priced.
- Display and advertising of foods with minimal nutritional value is strongly discouraged on school grounds.

Section II Standards for USDA Child Nutrition Programs and School Meals

- The district shall operate under USDA regulations for school programs (e.g., School Breakfast Program, National School lunch Program, Special Milk Program and Summer Food Service Program). The district will make every effort to offer school breakfast.
- School meals are required to meet specific standards (e.g., four fruits and/or non-fried vegetables per day; only 1% and fat-free white milk served; at least half of grains are whole grain; eliminates trans fats; using low fat versions of foods or low-fat cooking methods).
- Students will have the opportunity to provide input on local, cultural, and ethnic favorites. Shall provide periodic food promotions to encourage taste testing of healthy new foods being introduced on the menu.
- Morning bus routes will be scheduled to allow students to arrive at school in time to eat breakfast.
- Policy requires meal periods to include at least 20 minutes for lunch and, if time for breakfast is mentioned, at least 10 minutes for breakfast (after obtaining food).
- District shall ensure that professional development in the area of food and nutrition is provided for food service managers and staff.
- Appropriate supervision shall be provided in the cafeteria and rules for safe behavior shall be consistently enforced. Students shall be provided a pleasant environment in which to eat lunch.

- Food Service will share and publicize information about the nutritional content of meals with students and parents.

Section III Nutrition Standards for Competitive and Other Foods and Beverages

- A process will be established for monitoring and recording compliance of all foods sold to students on school grounds during school day.
- Competitive foods (food sold to students on school campus during school day, school stores, a la cart, fundraising, etc.).

To be allowable, a competitive FOOD item sold on campus during the school day must:

- (1) Meet all of the competitive food nutrient standards; (see list below).
- (2) Be a grain product that contains 50% or more whole grains by weight or have whole grains as the first ingredient* (*if water is the first ingredient, the second ingredient must be one of items 2, 3 or 4 below); or
- (3) Have as the first ingredient* one of the non-grain main food groups: fruits, vegetables, dairy or protein foods (meat, beans, poultry, seafood, eggs, nuts, seeds, etc.); or
- (4) Be a combination food that contains at least 1/4 cup fruit and/or vegetable
- **Fat content** of foods and sold/served outside of USDA meals on campus during the school day. ≤35% calories from total fat as served, < 10% calories from saturated fat as served, zero grams of trans fat as served (≤ 0.5 g per portion).
- **Sugar content** of foods and sold/served outside USDA meals on campus during the school day. ≤35% of weight from total sugar as served.
- **Sodium content** of foods sold/served outside of USDA meals on campus during the school day. Snack items and side dishes sold a la carte must be: ≤200 mg sodium per item as served, including any added accompaniments. Entrée items sold a la carte: ≤480 mg sodium per item as served, including any added accompaniments.
- **Calorie content** per serving size of foods sold/served outside of USDA meals on campus during the school day. Snack items and side dishes sold a la carte: ≤200 calories per item as served, including any added accompaniments. Entrée items sold a la carte: ≤350 calories per item as served including any added accompaniments.
- The Wellness Committee will provide a specific and restricted list of food items allowed to be served/distributed/available at class parties or at all times or at all times (e.g., limiting to fruits and whole grains) as well as a prohibit specified foods (e.g., baked goods, sweetened beverages, and candy) from being served/attributed/available at class parties/celebrations or at all time.
- Food rewards or incentives shall not be used in classrooms to encourage student achievement or desirable behavior.
- Students and staff will have access to free, safe and fresh drinking water throughout the school day.
- **Elementary and Middle School:** Foods and beverages must be caffeine-free, except for trace amounts of naturally-occurring caffeine substances.
- **High School:** No caffeine restrictions.

- Sugar content, fat content, and serving size of beverages sold/served outside of USDA meals on campus during the school day: Regular soda (sugar sweetened) is prohibited except for use by the school nurse.
 - **Allowable for Elementary** (≤ 8 fl. oz. limit)/**Middle School** (≤ 12 fl. oz. limit)
 - Plain water or plain carbonated water (no size limit)
 - Low fat milk, unflavored
 - Nonfat milk, flavored or unflavored, including nutritionally equivalent milk alternatives as permitted by the Food/Nutrient Standard Exemptions to the standard school meal requirements.
 - 100% fruit/vegetable juice
 - 100% fruit/vegetable juice diluted with water (with or without carbonation), and no added sweeteners.
 - **Allowable for High School**
 - Same as middle school above and;
 - Other flavored and/or carbonated beverages (≤ 20 fl. oz.) that are labeled to contain ≤ 5 calories per 8 fl. oz., or ≤ 10 calories per 20 fl. oz.
 - Other flavored and/or carbonated beverages (≤ 12 fl. oz.) that are labeled to contain ≤ 40 calories per 8 fl. oz. or ≤ 60 calories per 12 fl. oz.

Section IV Physical Education and Physical Activity

- The Physical Education Committee will submit for approval a K-12 comprehensive curriculum/program to NYSED.
- All students in grades K-12 will be scheduled for physical education instruction in accordance with state law regulations law and follow NASPE recommendations.
- Grades K-3 will receive a minimum of 120 minutes per week, 5 days per week of physical education as per NY STATE Commissioner of Education Regulation 135.1.
- Grades 4-6 will receive a minimum of 120 minutes per week a minimum of every other day.
- Grades 7-12 will receive physical education a minimum of every other day (or its academic schedule equivalent) for the length of an average class period.
- Physical education classes will have the same student/teacher ratios used in other classes.
- The physical education program shall be provided adequate space and equipment and confirm to all applicable safety standards.
- Physical education will be taught by a certified physical education instructor; adaptive physical education programs will be taught by certified instructors.
- Physical education staff will receive professional development on a yearly basis.
- Regular physical activity throughout the day is encouraged and training for teachers on activities that incorporate physical activity throughout the day will be provided annually. Classroom shall incorporate, where possible and appropriate, short breaks that include physical movement. District will seek to provide training opportunities and resources to teachers to support this effort.
- Staff members shall not deny participation in recess or other physical activity opportunities as a form of discipline or punishment unless the safety of students is in question.

- Supervised and active recess time should be provided to all students within each school day at all elementary schools. District will seek to provide training opportunities and resources to staff to support this effort.
- The district is encouraged to promote the use of school facilities outside of school hours for physical activity programs offered by community-based organizations and for use by staff for their wellness efforts.

Section V Other School-Based Wellness Activities

The district will seek out funding and evidence-based programs supporting wellness initiatives that implement goals set forth in this policy. (Game On, Kids and Cops, etc.). The District will implement other appropriate programs that help create a school environment that conveys consistent wellness messages and is conducive to healthy eating and physical activity. Such activities may include, but are not limited to, health forums or fairs, health newsletters, parent outreach, employee health and wellness activities, limiting the use of food as a reward, reviewing food marketing and advertising in school, hosting or promoting community-wide events, and offering wellness-related courses in the district's adult education program.

Section VI Administration and Reporting

- Plan for policy implementation:
 - Where the policy applies.
 - What changes need to be made?
 - Dates and deadlines for when changes will take place.
 - Potential barriers to implementation.
 - Who is responsible for completing the tasks?
 - How changes will be communicated and evaluated.
- Plan for policy evaluation:
 - Monitor and Review: Committee will facilitate efforts to measure the implementation and effectiveness of this policy by conducting a variety of surveys, data collections, etc., which might include several of the following:
 - Periodic informal surveys of building principals, classroom staff, and school health personnel to see the progress of wellness activities and their effects.
 - Periodic checks of the nutritional content of food offered in the cafeterias for meals and ala carte items, and sales or consumption figures for such foods.
 - Periodic checks of the nutritional content of food available in vending machines, and sales or consumption figures for such foods.
 - Periodic checks of the amount of time students spend in physical education classes, and the nature of those activities.
 - Periodic checks of extracurricular activities of a physical nature, in the number of offerings and rates of participation by students.
 - Periodic checks of student mastery of the nutrition education curriculum.
 - Periodic review of data currently collected by the district, including:
 - Attendance data, particularly absences due to illness.

- Physical education scores on flexibility, endurance and strength (i.e., fitness test results).
- Student BMI (Body Mass Index) statistics, as collected in accordance with the State Department of Health efforts.
- Revenues generated from vending machines and a la carte food items.
- Periodic surveys of student/parent opinions of cafeteria offerings and wellness efforts.
- Periodic review of professional staff development offered which focuses on student wellness.
- Recordkeeping: the records required to be retained would include:
 - The written local school wellness policy.
 - Documentation demonstrating compliance with community involvement requirements.
 - Documentation of the triennial assessment of the local school wellness policy.
 - Annual local school wellness policy progress reports for each school under its jurisdiction.
 - Documentation to demonstrate compliance with the public notification requirements (consistent with the section on information the public).
- Plan for Reporting
 - Annual Reports: The local school wellness policy annual progress report must include, at a minimum:
 - The website address (i.e., URL or uniform resource locator) for the local school wellness policy and/or how the public can receive/access a copy of the local school wellness policy, which can be found at the following link <http://www.rockoncafe.org/Downloads/3-WellnessPolicyFinal20174301.pdf>
 - A description of each school's progress in meeting the local school wellness goals;
 - A summary of each school's events or activities related to local school wellness policy implementation;
 - The name, position title, and contact information of the designated local agency official(s) or school official(s) leading/coordinating the school wellness policy team/health advisory council;
 - Information on how individuals and the public can get involved with the school wellness policy team.
 - Triennial Reviews: LEAs to periodically measure and make available to the public an assessment on the implementation of the local school wellness policy, including:
 - An indication of the extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy;
 - An indication of the extent to which the local school wellness policy compares to model local school wellness policies;
 - A description of the progress made in attaining the goals of the local school wellness policy.
 - Periodic completion of relevant portions of the CDC School Health Index.

- Plan for policy revision: The Wellness Committee will have responsibility for periodically reviewing the wellness policy for updates based upon mandates or changes In Federal, State, County or District directives or based on recommendations from policy implementation evaluation.

References:

Healthy Hunger Free Kids Act, Child Nutrition and WIC Reauthorization Act of 2010, Public Law 111-296

Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265 Section 204

Richard B. Russell National School Lunch Act, 42 United States Code (USC) Section 1751 et seq.

Child Nutrition Act of 1966, 42 United States Code (USC) Section 1771 et seq.

7 Code of Federal Regulations (CFR) Section 210.10.