



Binghamton City School District
Physical Education Plan

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INTRODUCTION

The Binghamton City school district is located in southcentral New York State. The district has seven elementary buildings, two middle schools, and one high school. The district serves a very diverse cultural and socio-economic student body.

The majority of our elementary classes are “doubled up” and therefore we utilize team teaching allowing us to provide a well-rounded physical education experience for our students. Our broad goals for each physical education class, by grade band are identified below:

- For grades K-2, we believe each student should experience a variety of movement activities. The goal is to instill a love for movement.
- In grades 3-5 we concentrate on skills development. Most of our attention focuses on building skills that allow our students to play low level games.
- In grades 6-8 students learn to play a variety of different sports. Additionally at the middle school level we expose students to swimming and a variety of activities centered on our swim program.
- In grades 9-12 we focus on life time activities so students can take the lessons they learn in class and use them to be physically fit and/or active for the remainder of their lives.

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REGULATIONS GOVERNING PHYSICAL EDUCATION

COMMISSIONER'S REGULATIONS

Part 100.5 Diploma Requirements

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

(4) (i) Except as otherwise provided in subparagraph (ii) of this paragraph, all students shall have earned the equivalent of two units of credit in physical education in accordance with the requirements set forth in section 135.4(c)(2)(ii) of this Title. Such units of credit shall not count towards the required units of credit set forth in paragraphs (1) and (2) of this subdivision for those students who enter grade nine before the 2001-2002 school year. Beginning with the 2001-2002 school year and thereafter, such units of credit in physical education shall count toward the required total. A student who has completed the diploma requirements as set forth in paragraphs (1) and (2) of this subdivision in fewer than eight semesters, and who is otherwise eligible to receive a diploma, shall not be required to continue enrollment in high school for the sole purpose of completing the physical education requirements as set forth in this paragraph. Any student who has completed eight semesters in a registered New York State high school or a high school outside the registered New York State high school awarding the credits, and who has accumulated the required units of credit in physical education to meet the diploma requirements, shall not be required to continue enrollment in physical education courses for any additional semesters.

(ii) Students who enter a registered New York State high school and have completed one or more semesters in a high school outside New York State shall be exempt from the required two units of credit requirement in physical education for a diploma. Instead, such students shall be required to enroll in physical education courses every semester they are in a registered New York State high school, and shall earn 1/4 unit of credit in physical education for each semester completed in a registered New York State high school to meet the diploma requirements.

Part 135.4 Physical Education

(a) School district plans. 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 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 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:

- (1) program goals and objectives;
- (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 students' performance toward the goals and objectives of the program.

(b) Nonpublic schools. Similar courses of instruction shall be prescribed and maintained in private schools in the State, and all pupils in grades kindergarten through 12 shall attend such courses. If such courses are not established and maintained in any private school, instruction in such school shall not be deemed to be 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.

(c) Program plans. School district plans shall include the following:

(1) Curriculum.

(i) The curriculum shall be designed to:

- (a) promote physical activity and the attainment of physical fitness, and a desire to maintain physical fitness throughout life;
- (b) attain competency in the management of the body and useful physical skills;
- (c) emphasize safety practices;
- (d) motivate expression and communication;
- (e) promote individual and group understanding;
- (f) provide knowledge and appreciation of physical education activities;
- (g) make each individual aware of the effect of physical activity upon the body;
- (h) provide opportunities for the exercise of pupil initiative, leadership and responsibility; and
- (i) reinforce basic learnings of other areas of the total school curriculum.

(ii) There shall be experiences of sufficient variety in each of the following:

- (a) basic and creative movement;
- (b) rhythm and dance;
- (c) games;
- (d) perceptual-motor skills;
- (e) individual and team sports;
- (f) gymnastics;
- (g) aquatics, where possible;
- (h) lifetime sports activities;
- (i) outdoor living skills; and
- (j) other appropriate activities which promote the development of boys and girls.

(iii) There shall be opportunity provided 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 the 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. Appropriate cumulative records shall be maintained which cover the essential features of the physical education program for each pupil, and when a pupil transfers to another school, such records shall be transferred with the student's transcript.

(2) Required instruction.

(i) Elementary instructional program-grades K through 6. Pupils in grades K - 6 shall participate in the physical education program as follows:

(a) all pupils in grades K-3 shall participate in the physical education program 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 (K-6) shall be at least 120 minutes in each calendar week, exclusive of any time that may be required for dressing and showering;

(b) notwithstanding the provisions of clause (a) of this subparagraph, pupils in grades 5-6 who are in a middle school shall participate in the physical education program a minimum of three periods per calendar week during one semester of each school year and two periods during the other semester, or a comparable time each semester if the school is organized in other patterns; **or**

(c) as provided in an equivalent program approved by the Commissioner of Education;

(ii) Secondary instructional program - grades 7 through 12. All secondary pupils shall 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 extra-class programs for those pupils who have demonstrated acceptable levels of physical fitness, physical skills, and knowledge of physical education activities; or

(d) 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

(e) 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 in the school plan for physical education and as indicated by physicians' examinations and other tests approved by the Commissioner of Education. Individual medical certificates of limitations must indicate the area of the program in which the pupil 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 physical education program, which complies with the provisions of this section. School districts may award local diploma credit for the required program, and may also submit plans for elective units in physical education for additional credit.

(4) Personnel.

(i) Elementary classroom teachers may provide instruction under the direction and supervision of a certified physical education teacher.

(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 are 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. Where 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 study 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.

**Binghamton City School District Policy #8240 INSTRUCTIONAL PROGRAMS:
DRIVER EDUCATION, GIFTED AND TALENTED EDUCATION AND PHYSICAL EDUCATION**

The Board has formally recognized the instructional requirements for providing physical education as outlined by the New York State Commissioner's Regulation in Board Policy #8240.

The Binghamton City School District will maintain on file in the Superintendent's office and post to the district website for public view the 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 may require changes. In the event the plan is altered, notice will be made to the public, approved by the Board of Education and submitted to the NYS Department of Education for review and approval.

BINGHAMTON CITY SCHOOL DISTRICT – DISTRICT MISSION, VISION AND GOALS

The following district mission, vision and goal statements have been adopted by the Binghamton City School District Board of Education.

MISSION

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

VISION

Embracing our diverse programs and community to become a premier public school district.

GOALS

- All students will have the necessary skills and self-direction to enter college or start a career.
- All students will graduate.
- The Binghamton City School District will embrace diversity in all of its forms.
- The Binghamton City School District will provide safe and structured environments that ensure students' academic, social and emotional well-being.
- All stakeholders will consistently communicate, collaborate and engage with each other.

Additionally, the Physical Education Department is committed to enacting the following:

MISSION STATEMENT

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

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 instructed so that 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 report released in 2010 by National Association for Sport and Physical Education (NASPE) and the American Heart Association (AHA), 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.

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. The Binghamton City School District is committed to ensure all students meet or exceed the requirements set forth by the State Education Department in accordance 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; and,

- 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 are motor skills that use **hands, feet or another body part to move or manipulate an object**. Manipulative movements are either gross motor skills, like kicking a ball, or fine motor skills, like coloring with a crayon or picking up a small object
- Sports related skills are those skills needed to successfully participate in a sports activity and include: agility, balance, coordination, speed, power, and reaction time.

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, and recognize the importance of safe physical conditions (equipment, facilities) as well as the emotional conditions essential for safety.
- 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, demonstrating consideration for others involved.
- Understand the physical and environmental dangers associated with particular activities and demonstrate proper procedures for safe participation in games, sports, and recreational pursuits.
- Understand the role of physical activity, sport, and games as a balance between cooperative and competitive behaviors and as a possible arena in which to develop and sharpen leadership and problem solving skills, and understand the physical, emotional, and social benefits of participation in physical activities.

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, pool or walking program.
- 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.

THE PHYSICAL EDUCATION INTERSCHOLASTIC ATHLETIC OPTION:

Physical Education teaches essential knowledge and skills, which are reinforced through the Binghamton City School District's Athletic Program. Seniors who are participating on a Varsity Sport may request Physical Education credit. Credit is provided based on established criteria and may be granted for the quarter of instruction that is aligned with the Varsity Sport.

ATHLETIC PROGRAM:

Athletics is an extension of the physical education program. Many students participate in extra-curricular activities across the three-sport seasons. Extra-curricular activities begin at the modified sports level in middle school and extend into the high school at the junior varsity and varsity levels. Great community pride is looked upon and tremendously valued. The Athletic program places an 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.

The district feels that it is important that all student participating in athletic be held to an academic code. If a student is failing one subject that student will need to take an attendance sheet to that particular teacher every day for a signature. The signature would signify that the student was there and participated to the best of their ability. If the sheet is not signed the student doesn't practice or play in the game on that day. When the student is passing they no longer have to bring the sheet to the teacher. If a student is failing more than one subject they can participate in practice but may not compete in a game until they are demonstrate failing no more than one subject. At that time they would use the failing one subject process. It is up to the coach to monitor the student athletes on their team. The coaches have all been given access to the district's student management system to allow for close monitoring of each players success.

BINGHAMTON CITY SCHOOL DISTRICT REGULATIONS

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 are scheduled for 3 days out of every 6 days of class, on a six-day schedule, for classes of 40 minutes by grade level and scheduled heterogeneously. All classes are scheduled as co-educational. Grades K-5 are scheduled for 3 days out of every 6 days of class, on a six-day schedule for classes of 40 minutes by grade level and also scheduled heterogeneously. They are provided an additional 10 minutes daily through the Patriots in Motion Walking program. See page 20 for additional details.

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. CLASS ENGAGEMENT/PARTICIPATION 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 that articulated the degree to which the student demonstrates each area. There are no requirements to make up classes.

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 class, 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.

At the elementary level, Binghamton uses *The Patriots in Motion* Walking Program to fulfill the New York State Education Department time mandate for physical education. The walking program is made up of walking a trail outside, hallways inside or movement videos in a classroom depending on weather. In each case, students will be reviewing physical education concepts that are going on in class for the current unit. Each day for an additional 10 minutes beyond their scheduled physical education class these concepts will be taught and are aligned with the Physical Education curriculum. 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 the programs in each building, and the physical education staff in each building will serve as resources for each school. The physical education teacher or designee will be responsible for filling out a log book each day to record the physical activity.

The first year of this program's implementation will be the 2018-2019 academic year. In addition to the quarterly monitoring of the program conducted by the Director of Health, Physical Education and Athletics, input from stakeholders groups, to include faculty, parents and students, will be collected and examined by each building's Shared Leadership Team. Each building will share out the successes and obstacles revealed from the program's implementation, along with suggestions for improvements. Each building's feedback will be forwarded to the Assistant Superintendent for Personnel and Administration, Director of Athletics and members of the Physical Education Committee for review and consider for improvements to the program.

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 Director of Personnel. 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. Students are able to earn $\frac{1}{4}$ credit of Physical Education during summer school.

The evaluation of student performance is composed of both a written assessment of knowledge and a physical demonstration of competency. 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 when the course of study and the safety of students requires to do so. Home tutored students are given written work at the time of their assignment and it lasts for its duration. The department does not access nor use non-school facilities when delivering physical education instruction.

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	orienteeing
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.

Binghamton City School District Wellness Policy and Regulation

The Binghamton City School District has adopted Policy # 5661, accompanied by Administrative Regulations, to ensure student's participation in physical activity is complimented by access to nutrition promotion and education. The Wellness Policy addresses a plan to inform and update the public about the content and implementation of the policy and a means for periodic evaluation and measurement of each school's compliance.