

# **Huntington Union Free School District**

## **Physical Education Plan K-12**

**July 2025**

# PART I - District Demographics

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- B. Ethnicity
- C. Socioeconomics

### **A. District Configuration and Enrollment**

#### **HIGH SCHOOL (9-12)**

HUNTINGTON HIGH SCHOOL (HHS)  
188 OAKWOOD ROAD  
HUNTINGTON, NEW YORK 11743 (631) 673-2001

#### **MIDDLE SCHOOL (7-8)**

J. TAYLOR FINLEY MIDDLE SCHOOL (FMS)  
20 GREENLAWN ROAD  
HUNTINGTON, NEW YORK 11743 (631) 673-2020

#### **INTERMEDIATE SCHOOLS (4 - 6)**

WOODHULL INTERMEDIATE SCHOOL (WH)  
140 WOODULL ROAD  
HUNTINGTON, NEW YORK 11743  
(631) 673-2030

JACK ABRAMS STEM MAGNET SCHOOL (JASM)  
155 LOWNDES AVENUE  
HUNTINGTON STATION, NEW YORK 11746  
(631) 673-2060

#### **PRIMARY SCHOOLS (K - 3)**

FLOWER HILL PRIMARY SCHOOL (FH)  
98 FLOWER HILL ROAD  
HUNTINGTON, NEW YORK 11743  
(631) 673-2050

WASHINGTON PRIMARY SCHOOL (WP)  
78 WHITSON ROAD  
HUNTINGTON STATION, NEW YORK 11746  
(631) 673-2090

SOUTHDOWN PRIMARY SCHOOL (SD)  
125 BROWNS ROAD  
HUNTINGTON, NEW YORK 11743  
(631) 673-2080

JEFFERSON PRIMARY SCHOOL (JP)  
253 OAKWOOD ROAD  
HUNTINGTON, NEW YORK 11743  
(631) 673-2070

**B. Ethnicity (male/female/total) (2024/25)**

I Alaskan, American Indian  
A Asian  
B Black, African-American  
H Hispanic, Non-White  
M Multiracial  
P Pacific Islander  
W White, Caucasian

School	I	A	B	H	M	P	W	Total
<b>HHS</b>	0	20	96	805	45	0	398	1364
<b>FMS</b>	1	14	39	312	16	0	197	579
<b>WH</b>	0	12	22	307	15	0	79	435
<b>JASM</b>	0	10	29	194	20	0	185	438
<b>FH</b>	0	6	30	151	7	0	84	278
<b>SD</b>	0	3	12	153	6	0	96	270
<b>WP</b>	0	12	9	193	2	0	109	335
<b>JP</b>	0	10	17	168	5	0	97	297
Totals	1	96	259	2344	132	0	1314	4146

### **C. Socioeconomics (2023/24)**

Free and reduced lunch eligible students

School	F/R Eligible	Total in Sch.	%
HS	790	1364	57.9
FMS	326	579	56.3
WH	278	435	63.9
JASM	208	438	47.5
FH	156	278	56.1
SD	144	270	53.3
WP	165	335	49.3
JP	150	297	50.5
Total	2263	4146	54.6

UPK	46	150	30.7
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## PART II - Physical Education

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### **A. District Mission Statement**

“Our mission is to nurture the whole child academically, socially and emotionally by providing all students with meaningful opportunities and experiences within a caring environment, empowering them to become compassionate and productive members of the community.”

### **B. Statement of Philosophy**

All students in the Huntington Union Free School District are provided with an opportunity to engage in meaningful learning experiences through physical education, intramurals and interscholastic athletics.

The focus of the physical education program in grades K-3 is to equip children with the fundamental skills and knowledge so that they can move with confidence throughout their lives. This physical education standards-based instructional program is broken down into units of instruction that cover locomotor, non-locomotor and manipulative skills. These skills are practiced through cooperative games and small-sided sport based activities. Exercises designed for the development of health and skill related fitness, as well as, instruction to foster the social/emotional concepts of teamwork, sportsmanship, work ethic and perseverance are infused into every lesson. The physical education program focuses on the development of the whole child and aspires to design lessons that correspond with interdisciplinary topics related to health, science, social studies, math and English language arts. The ultimate goal of this program is to begin the development of physically literate, health conscious, Huntington citizens committed to a lifestyle of wellness.

The physical education program in grades 4-6 strive to maintain an activity-based program while teaching lifelong fitness in a safe and enjoyable environment. The physical educators are committed to provide the students with developmentally appropriate instruction that will allow the learners to acquire the physical skills, knowledge and personal social attributes necessary to pursue a healthy, active lifestyle. Our program focuses on building character education through teaching positive work habits and social skills. We engage students in health-related fitness activities that embrace cardio-respiratory fitness, muscular strength and endurance and assist students in developing gross motor coordination.

The physical education program in grades 7-8 will provide an opportunity for all students to have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health. Students will participate in personal fitness, individual and team sports. Our personal fitness program is a core strength and conditioning program. It is a deliberate attempt to optimize a students' physical competence in each of the ten recognized fitness domains. Cardiovascular and respiratory endurance, stamina, strength, flexibility, power, speed, coordination, agility, balance and accuracy. This program is developed to enhance an individual's competency in all physical tasks along with the development of successful nutritional strategies. This conditioning program will take place in all classes concentrating on those activities which relate to sports and other group activities such as; flag football, soccer, volleyball, basketball, floor hockey, badminton and tennis, etc.

In grades 9-12, students have the option of choosing from among a menu of semester length courses covering the areas of team sports, lifetime/individual sports, personal fitness, dance, yoga, mindfulness physical education, Unified physical education, Project Adventure I, II and III and adapted/adaptive physical education.

Team Sports is designed to give students an opportunity to learn and develop fundamental and advanced skills and strategies in the team sport category as well as general fitness concepts and conditioning techniques used for achieving and maintaining optimal physical fitness. Students will participate in comprehensive team and cardio-respiratory activities and be empowered to make healthy choices, develop positive behaviors in a team setting, enhance their overall wellness and engage in movement activity for lifelong fitness. The curriculum features a variety of team sports. Students will learn skills, strategies, rules and personal and social responsibility in activities that encompass the sports of flag football, basketball, volleyball, floor hockey, team handball, soccer, Ultimate Frisbee and softball as well as several others.

Lifetime/Individual Sports is designed to give students an opportunity to learn and develop fundamental and advanced skills and strategies in the lifetime/individual sport category as well as conditioning techniques used for achieving and maintaining optimal physical fitness. There will be basic, intermediate and advanced levels instruction in badminton, bowling, golf, tennis, table tennis, volleyball, pickle ball one-on-one basketball, lawn games, Frisbee golf, running/walking and personal fitness training, both indoors and outdoors. Classes will be held outdoors, in the gym and in adjoining fitness, rig and weight rooms.

Personal Fitness is designed to improve the personal fitness level of participants through anaerobic and aerobic conditioning exercises utilizing the fitness room, rig room and weight room as well as outdoor facilities. Students will learn how to create and follow through with workout plans for a variety of goals that meet their personal needs and interests. Nutrition, principles of fitness, anatomy and a variety of training methods will be explored. Students will be empowered to train and monitor themselves after school, on weekends and during vacation periods.

Dance, Yoga and Mindfulness Physical Education is designed for students to achieve individual fitness goals. It provides all students with the opportunity to acquire comprehensive knowledge of dance and yoga skills, the practice and benefits of mindfulness and fitness concepts. Students develop and apply a broad understanding of choreography, dance, yoga and fitness elements and learn a variety of fun training techniques, which can be applied towards achieving personal fitness goals. The combination of fitness, dance and yoga offers students a total body workout, which promotes heart-healthy benefits along with the positive attributes associated with mindfulness. Students will learn movements in step-cardio, dance-cardio, body toning, Zumba fitness, cardio-Latin dance, hip-hop dance, Pilates and others dance genres.

Unified Physical Education provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. The course provides an environment where students can apply the skills learned and bonds created during Unified PE in Huntington High School's Unified bowling and Unified basketball programs. The course is designed to advance student leadership, promote social justice and improve overall health and wellness. This course can be the foundation for creating a more inclusive school environment where individual differences are embraced and all students are accepted. Course objectives are to increase physical fitness and sports specific skills, develop new friendships, promote social inclusion among classmates, reinforce positive and healthy habits and provide opportunities to develop movement confidence and competence in a variety of physical activities.

The Project Adventure I (PA I) elective option for Grade 9 aids in the participants' development of greater self-confidence and at the same time builds a sense of trust and commitment among classmates. The emphasis in this course is on participation and students are encouraged to extend their limits both physically and emotionally. Students are required to participate in all group activities, but may decline to attempt individual challenges that they feel are beyond their personal limits. Field trips to low and high element PA experiences will be scheduled during the two semesters.

Project Adventure II is an extension of PA I and focuses on further developing a student's ability to manage their perceived personal limits to accomplish these goals. Students will develop high levels of self-confidence and appreciation for each member of the group, while experiencing challenges. Activities will include low and high element challenges on Project Adventure outdoor courses. Written activities are required. Personal fitness will be continued in this program as well.

Project Adventure III is an extension of PA I and PA II. It further expands and develops the student into a leader. This course is designed to nourish each individual's leadership style and his/her ability to communicate, problem solve, and develop interpersonal relationships while participating in many group activities. Activities include low and high element challenges on Project Adventure courses. Written activities are required. Personal fitness will be continued in this program as well.

The 9-12 Adapted/Adaptive program is a comprehensive service delivery system designed to identify and ameliorate problems within the psychomotor domain. Services include psychomotor assessment, individualized educational programming, developmental and/or prescriptive teaching, counseling and coordination of related resources. Services provide optimal physical educational experiences for students who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program.

In complying with the Commissioner's regulations, the department of physical education offers a program to those students that are temporarily or permanently unable to participate in the regular program. Students medically excused from P.E. from one week to one year will participate in written projects pertaining to physical education.

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

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

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

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

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

### **C. Program Goals and Outcomes**

#### **1. Students will:**

- Demonstrate the ability to cope with frustration and failure in a responsible, positive and constructive manner.
- Demonstrate self-responsibility, discipline and courtesy.
- Participate regularly in moderate physical activities for the development and maintenance of health-related fitness.
- Choose to adopt positive health practices in all aspects of one's life.
- Participate in activities with fairness, integrity and honesty.

#### **2. Students will know:**

- The rules, strategies and appropriate behaviors for selected physical activities as both a participant and spectator.
- That participation in group physical activity provides for the development of interpersonal skills, such as cooperation, communication, respect, engendering leadership/fellowship and the nurturing of trust.
- That the intrinsic rewards of competition outweigh the extrinsic and are not dependent upon the outcome.
- How to assess one's health-related fitness, and as a result, design a personal fitness program in accordance with the principles of training and conditioning.
- The implications of and the benefits from positive health practices in one's life.

#### **3. Students will value:**

- The importance of positive health practices.
- Physical activity as an essential element in one's lifestyle.
- The worth of self and others.
- The need for encouragement, sensitivity, and compassion.
- Fair play and play by pre-established rules.
- The benefits and rewards of competition regardless of the outcome.

### **Fitness Goals**

#### **By fourth grade, students will:**

- Demonstrate appropriate activities for each component of fitness.
- Set a fitness goal.
- Know what positive changes occur to the body as a result of participation in regular physical activity.
- Value the effort necessary for one to improve one's level of fitness.



**By eighth grade, students will:**

- Participate in self-assessment of each component of fitness.
- Know the physiological changes that occur in the body as a result of positive health habits.
- Value physical activity as an enjoyable experience that improves mental and physical well-being.

**By twelfth grade, students will:**

- Establish personal fitness goals and formulate strategies to achieve them.
- Know that personal preference, performance and activity preference will change over one's life cycle.
- Value commitment to fitness activities as an important part of one's lifestyle.

**Personal and Social Responsibility**

**By fourth grade, students will:**

- Celebrate personal successes and achievements in others.
- Know that improvement in skills requires practice.
- Value acceptance of self and others regardless of outcome.

**By eighth grade, students will:**

- Apply rules and courtesies when participating with others in physical activity.
- Know that one may enhance one's self esteem, reduce stress and improve through participation in physical activity.
- Demonstrate respect for physical limitations of self and others.

**By twelfth grade, students will:**

- Participate in problem resolution when conflict occurs.
- Know the appropriate sportsmanship behavior by self, group and fan.
- Value the courage to act from a moral perspective regardless of popularity.

**Skill**

**By fourth grade, students will:**

- Participate in a wide variety of locomotor, non-locomotor, and manipulative activities.
- Explore individual and group problem-solving activities.
- Explore appropriate risk-taking activities.
- Know that improvement in skill requires practice and effort.

**By eighth grade, students will:**

- Acquire skill proficiency in at least two activities.
- Explore appropriate individual and group challenges and problem-solving activities.
- Experience the outdoors as a way to improve one's well-being.

**By twelfth grade, students will:**

- Participate in individual and group challenges that will require higher-level thinking and further develop one's understanding of self-worth and confidence.
- Understand that practice and effort is directly related to skill improvement and mastery.
- Appreciate that skill proficiency is needed to enjoy participation in activity.
- Acquire skills in a wide range of sports and activities.
- Demonstrate proficiency in four activities and competency in three.

**Safety**

**By fourth grade, students will:**

- Demonstrate and understand proper body mechanics to prevent injury to one's self.
- Demonstrate safety precautions while participating in a variety of activities for the well-being of one's self and others.
- Appreciate and understand the potential danger involved in use of manipulatives and equipment.

**By eighth grade, students will:**

- Understand the importance of a warmup and cool down.
- Use proper form and technique when stretching.
- List potential risks associated with physical activity.
- Recognize and correct proper form as it relates to the critical components of a skill.

**By twelfth grade, students will:**

- Be able to monitor one's self in game situations by understanding and adhering to rules germane to the activity.
- Will value physical activity as a means of prevention and therapy.
- Will identify and address safety concerns within a playing area or with regard to equipment.

During the past several years the physical education department has implemented personal fitness and maximum rigorous activity as department goals in order to encourage lifetime fitness. The forty-minute period is designed to be meaningful and to allow each student to show and see their individual improvement. We have also implemented and highlighted mental health awareness throughout the instruction.

**D. Required Instruction**

All students in grades K-12, including students with disabilities, special health care needs and in alternative educational settings will receive physical education in accordance with the mandates set forth by the New York State Education Department (Regulation 135).

- Students in grades K-6 shall attend and participate in physical education a minimum of 120 minutes a week. Students will have three regularly scheduled 40-minute classes per week. Students in grades K – 3 will participate in activities on non-PE days under the direction of the physical education staff.
- Students in grades 7 – 12 shall attend and participate in physical education a minimum of 200

minutes in ten days. An A/B schedule will be created with one week of 3 PE periods and the alternate week of 2 PE periods. All periods will be 40 minutes.

- Physical education should not be withheld from students for purposes of punishment.
- Physical activity will not be used as a form of punishment
- Students shall not sit out of physical education class as response to inappropriate behavior, unless the behavior is deemed unsafe.
- Students who have a medical excuse will participate in activity as per physician's recommendations and/or modifications.
- Students on PE medical exemption shall be given written work that coincides with the unit being taught at that time.
- Physical education make-ups should involve some form of physical activity.

## E. New York State Standards

All physical education lessons must be taught by a certified physical education teacher who will be required to align his/her lessons with the following New York State Standards for Physical Education:

Sport Skills and Games – NY.S1.1	
Pre-K	Please note: Standards for pre-kindergarten physical development and health are included in the <a href="#">New York State Pre-Kindergarten Learning Standards: A Resource for School Success</a> . This resource consolidates all learning standards for pre-kindergarten students into one document and organizes them by key learning domains.
Kindergarten	Identifies locomotor, non-locomotor, and manipulative skills. (NY.S1.1.K)
1 <sup>st</sup> Grade	Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills. (NY.S1.1.1)
2 <sup>nd</sup> Grade	Demonstrates in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills. (NY.S1.1.2)
3 <sup>rd</sup> Grade	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills in a variety of physical activities. (NY.S1.1.3)
4 <sup>th</sup> Grade	Demonstrates, a combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities. (NY.S1.1.4)
5 <sup>th</sup> Grade	Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities. (NY.S1.1.5)
6 <sup>th</sup> Grade	Demonstrates emerging forms of specialized skills in a variety of games and sports. (NY.S1.1.6)
7 <sup>th</sup> Grade	Demonstrates mature forms of specialized skills in a variety of games and sports. (NY.S1.1.7)
8 <sup>th</sup> Grade	Demonstrates mature forms of specialized skills in a variety of games and sports. (NY.S1.1.8)
High School – Level 1	Please note: The outcomes for NY.S1.1 conclude at Grade 8.
High School – Level 2	Please note: The outcomes for NY.S1.1 conclude at Grade 8.

Dance, Movement and Rhythmic Activities – NY.S1.2	
Pre-K	Please note: Standards for pre-kindergarten physical development and health are included in the <a href="#">New York State Pre-Kindergarten Learning Standards: A Resource for School Success</a> . This resource consolidates all learning standards for pre-kindergarten students into one document and organizes them by key learning domains.
Kindergarten	Identifies locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities. (NY.S1.2.K)
1 <sup>st</sup> Grade	Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills in dance, movement and rhythmic activities. (NY.S1.2.1)
2 <sup>nd</sup> Grade	Demonstrates in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills in dance, movement and rhythmic activities. (NY.S1.2.2)
3 <sup>rd</sup> Grade	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills dance, movement and rhythmic activities. (NY.S1.2.3)
4 <sup>th</sup> Grade	Demonstrates, a combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities in dance, movement and rhythmic activities. (NY.S1.2.4)
5 <sup>th</sup> Grade	Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in dance, movement and rhythmic activities. (NY.S1.2.5)
6 <sup>th</sup> Grade	Demonstrates emerging forms of specialized skills in dance, movement and rhythmic activities. (NY.S1.2.6)
7 <sup>th</sup> Grade	Demonstrates mature forms of specialized skills in dance, movement and rhythmic activities. (NY.S1.2.7)
8 <sup>th</sup> Grade	Demonstrates mature forms of specialized skills in dance, movement and rhythmic activities.. (NY.S1.2.8)
High School – Level 1	Demonstrates competency in one or more dance forms used in cultural and social occasions. (NY.S1.2.L1)
High School – Level 2	Demonstrates refined movement skills and creative expression by choreographing a dance or by giving a performance. (NY.S1.2.L2)

Fitness Activities – NY.S1.3	
Pre-K	Please note: Standards for pre-kindergarten physical development and health are included in the <a href="#">New York State Pre-Kindergarten Learning Standards: A Resource for School Success</a> . This resource consolidates all learning standards for pre-kindergarten students into one document and organizes them by key learning domains.
Kindergarten	Identifies locomotor, non-locomotor, and manipulative skills. (NY.S1.3.K)
1 <sup>st</sup> Grade	Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills. (NY.S1.3.1)
2 <sup>nd</sup> Grade	Demonstrates in isolation, mature patterns of locomotor, non-locomotor and manipulative movement. (NY.S1.3.2)
3 <sup>rd</sup> Grade	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills. (NY.S1.3.3)
4 <sup>th</sup> Grade	Demonstrates, a combination of locomotor, non-locomotor, and manipulative

	skills. (NY.S1.3.4)
5 <sup>th</sup> Grade	Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills. (NY.S1.3.5)
6 <sup>th</sup> Grade	Demonstrates emerging forms of specialized skills in a variety of fitness activities. (NY.S1.3.6)
7 <sup>th</sup> Grade	Demonstrates mature forms of specialized skills in a variety of fitness activities.. (NY.S1.3.7)
8 <sup>th</sup> Grade	Demonstrates mature forms of specialized skills in a variety of fitness activities. (NY.S1.3.8)
High School – Level 1	Demonstrates competency in one or more fitness activities. (NY.S1.3.L1)
High School – Level 2	Demonstrates proficiency and/or refines activity-specific movement skills in one or more fitness activities. (NY.S1.3.L2)

Lifetime Activities – NY.S1.3	
Pre-K	Please note: Standards for pre-kindergarten physical development and health are included in the <a href="#">New York State Pre-Kindergarten Learning Standards: A Resource for School Success</a> . This resource consolidates all learning standards for pre-kindergarten students into one document and organizes them by key learning domains.
Kindergarten	Identifies locomotor, non-locomotor, and manipulative skills. (NY.S1.4.K)
1 <sup>st</sup> Grade	Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills. (NY.S1.4.1)
2 <sup>nd</sup> Grade	Demonstrates in isolation, mature patterns of locomotor, non-locomotor and manipulative movement. (NY.S1.4.2)
3 <sup>rd</sup> Grade	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills in a variety of physical activities. (NY.S1.4.3)
4 <sup>th</sup> Grade	Demonstrates, a combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities. (NY.S1.4.4)
5 <sup>th</sup> Grade	Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities. (NY.S1.4.5)
6 <sup>th</sup> Grade	Demonstrates emerging forms of specialized skills in lifetime activities. (NY.S1.4.6)
7 <sup>th</sup> Grade	Demonstrates mature forms of specialized skills lifetime activities. (NY.S1.4.7)
8 <sup>th</sup> Grade	Demonstrates mature forms of specialized skills in lifetime activities. (NY.S1.4.8)
High School – Level 1	Demonstrates competency in one or more lifetime activities. (NY.S1.4.L1)
High School – Level 2	Demonstrates proficiency and/or refines activity-specific movement skills in one or more lifetime activities. (NY.S1.4.L2)

Movement Concepts – NY.S2.1	
Pre-K	Please note: Standards for pre-kindergarten physical development and health are included in the <a href="#">New York State Pre-Kindergarten Learning Standards: A Resource for School Success</a> . This resource consolidates all learning standards for pre-kindergarten students into one document and organizes them by key learning domains.
Kindergarten	Identifies simple movement concepts. (NY.S2.1.K)

1 <sup>st</sup> Grade	Identifies more complex movement concepts. (NY.S2.1.1)
2 <sup>nd</sup> Grade	Demonstrates a combination of movement concepts into simple travel. (NY.S2.1.2)
3 <sup>rd</sup> Grade	Demonstrates movement concepts in a variety of physical activities. (NY.S2.1.3)
4 <sup>th</sup> Grade	Demonstrates, a combination of movement concepts, locomotor and/or manipulative skills in a variety of physical activities.. (NY.S2.1.4)
5 <sup>th</sup> Grade	Demonstrates maturing movement concepts, locomotor and/or manipulative skills in a variety of physical activities.. (NY.S2.1.5)
6 <sup>th</sup> Grade	Applies movement concepts, locomotor and/or manipulative skills in a variety of physical activities (NY.S2.1.6)
7 <sup>th</sup> Grade	Applies movement concepts, locomotor and/or manipulative skills in a variety of physical activities. (NY.S2.1.7)
8 <sup>th</sup> Grade	Applies movement concepts, locomotor and/or manipulative skills in a variety of physical activities. (NY.S2.1.8)
High School – Level 1	Demonstrates competency of movement concepts in a variety of physical activities. (NY.S2.1.L1)
High School – Level 2	Demonstrates proficiency and/or refines activity-specific movement skills in one or more lifetime activities. (NY.S2.1.L2)

Strategies & Tactics – NY.S2.2	
Pre-K	Please note: Standards for pre-kindergarten physical development and health are included in the <a href="#">New York State Pre-Kindergarten Learning Standards: A Resource for School Success</a> . This resource consolidates all learning standards for pre-kindergarten students into one document and organizes them by key learning domains.
Kindergarten	Please note: The outcomes for NY.S2.2 do not begin until Grade 3
1 <sup>st</sup> Grade	Please note: The outcomes for NY.S2.2 do not begin until Grade 3
2 <sup>nd</sup> Grade	Please note: The outcomes for NY.S2.2 do not begin until Grade 3
3 <sup>rd</sup> Grade	Identifies emerging forms of simple strategies, tactics, and communication techniques in chasing/fleeing activities. (NY.S2.2.3)
4 <sup>th</sup> Grade	Identifies emerging forms of simple strategies, tactics and communication in small-sided games and other physical activities. (NY.S2.2.4)
5 <sup>th</sup> Grade	Demonstrates emerging forms of simple strategies, tactics and communication in small-sided games and other physical activities. (NY.S2.2.5)
6 <sup>th</sup> Grade	Applies emerging forms of more complex strategies, tactics, and communication with support in small-sided game play and other physical activities. (NY.S2.2.6)
7 <sup>th</sup> Grade	Applies maturing forms of strategies, tactics, and communication independently in small-sided game play and other physical activities. (NY.S2.2.7)
8 <sup>th</sup> Grade	Applies movement concepts, locomotor and/or manipulative skills in a variety of physical activities. (NY.S2.2.8)
High School – Level 1	Demonstrates competency of strategies and tactics in a variety of physical activities. (NY.S2.2.L1)
High School – Level 2	Demonstrates proficiency of strategies and tactics in a variety of physical activities. (NY.S2.2.L2)

Fitness Planning – NY.S3.1	
Pre-K	Please note: Standards for pre-kindergarten physical development and health are included in the <a href="#">New York State Pre-Kindergarten Learning Standards: A Resource for School Success</a> . This resource consolidates all learning standards for pre-kindergarten students into one document and organizes them by key learning domains.
Kindergarten	Identifies how physical activity affects the heart and lungs. (NY.S3.1.K)
1 <sup>st</sup> Grade	Explains the effects of physical activity on the heart and lungs. (NY.S3.1.1)
2 <sup>nd</sup> Grade	Explains effects of physical activity on the body. (NY.S3.1.2)
3 <sup>rd</sup> Grade	Identifies the components of health-related fitness. (NY.S3.1.3)
4 <sup>th</sup> Grade	Identifies the components of skill-related fitness. (NY.S3.1.4)
5 <sup>th</sup> Grade	Explains the relationship between skill and health-related fitness. (NY.S3.1.5)
6 <sup>th</sup> Grade	Defines the FITT principle and how it connects to the components of health-related fitness. (NY.S3.1.6)
7 <sup>th</sup> Grade	Applies the FITT principle to one health-related component of fitness. (NY.S3.1.7)
8 <sup>th</sup> Grade	Applies the FITT principle to more than one health-related component of fitness. (NY.S3.1.8)
High School – Level 1	Explains how each of the skill and health-related fitness components are improved through the application of basic training principles. (NY.S3.1.L1)
High School – Level 2	Designs and implements personal fitness plans, addressing goals that incorporate basic training principles that influence lifelong physical activity and fitness. (NY.S3.1.L2)

Additional Health-Enhancing Behaviors – NY.S3.2	
Pre-K	Please note: Standards for pre-kindergarten physical development and health are included in the <a href="#">New York State Pre-Kindergarten Learning Standards: A Resource for School Success</a> . This resource consolidates all learning standards for pre-kindergarten students into one document and organizes them by key learning domains.
Kindergarten	Identifies health-enhancing behaviors. (NY.S3.2.K)
1 <sup>st</sup> Grade	Explains health-enhancing behaviors. (NY.S3.2.1)
2 <sup>nd</sup> Grade	Explains how health-enhancing behaviors influence overall wellness. (NY.S3.2.2)
3 <sup>rd</sup> Grade	Explains how health-enhancing behaviors influence overall wellness. (NY.S3.2.3)
4 <sup>th</sup> Grade	Explains how health-enhancing behaviors influence overall wellness. (NY.S3.2.4)
5 <sup>th</sup> Grade	Evaluates personal habits related to health enhancing behaviors. (NY.S3.2.5)
6 <sup>th</sup> Grade	Identifies strategies to improve health-enhancing behaviors. (NY.S3.2.6)
7 <sup>th</sup> Grade	Applies strategies to improve health-enhancing behaviors. (NY.S3.2.7)
8 <sup>th</sup> Grade	Evaluates the application of personal habits and strategies related to health-enhancing behaviors. (NY.S3.2.8)
High School – Level 1	Evaluates personal habits related to health-enhancing behaviors for self and others. (NY.S3.2.L1)
High School – Level 2	Designs and implements action plans which address health-enhancing behaviors that influence lifelong physical activity and fitness. (NY.S3.2.L2)



### Self-Awareness and Relationship Skills – NY.S4.2

Pre-K	Please note: Standards for pre-kindergarten physical development and health are included in the <a href="#">New York State Pre-Kindergarten Learning Standards: A Resource for School Success</a> . This resource consolidates all learning standards for pre-kindergarten students into one document and organizes them by key learning domains.
Kindergarten	Recognizes and follows directions in physical activity settings (e.g., taking turns, sharing). (NY.S4.2.K)
1 <sup>st</sup> Grade	Recognizes and follows directions in physical activity settings (e.g., taking turns, sharing). (NY.S4.2.1)
2 <sup>nd</sup> Grade	Identifies the importance of personal and social responsibility in physical activity settings. (NY.S4.2.2)
3 <sup>rd</sup> Grade	Demonstrates cooperative and inclusive behaviors with others in physical activity settings. (NY.S4.2.3)
4 <sup>th</sup> Grade	Demonstrate responsible behavior with minimal teacher prompts in physical activity settings. (NY.S4.2.4)
5 <sup>th</sup> Grade	Uses communication skills and strategies that promote positive relationships in physical activity settings. (NY.S4.2.5)
6 <sup>th</sup> Grade	Uses communication skills and strategies that promote positive relationships in physical activity settings. (NY.S4.2.6)
7 <sup>th</sup> Grade	Demonstrates civility by cooperating with classmates in physical activity settings. (NY.S4.2.7)
8 <sup>th</sup> Grade	Demonstrates citizenship by respecting for diversity and including others in physical activity settings. (NY.S4.2.8)
High School – Level 1	Applies the qualities of civility and citizenship in physical activity settings. (NY.S4.2.L1)
High School – Level 2	Evaluates the qualities of civility and citizenship in physical activity settings. (NY.S4.2.L2)

### Responsible Decision Making – NY.S4.3

Pre-K	Please note: Standards for pre-kindergarten physical development and health are included in the <a href="#">New York State Pre-Kindergarten Learning Standards: A Resource for School Success</a> . This resource consolidates all learning standards for pre-kindergarten students into one document and organizes them by key learning domains.
Kindergarten	Follows directions in physical activity settings (e.g., safe behaviors, following rules). (NY.S4.3.K)
1 <sup>st</sup> Grade	Follows directions in physical activity settings (e.g., safe behaviors, following rules). (NY.S4.3.1)
2 <sup>nd</sup> Grade	Identifies strategies to reinforce positive decisions in physical activity settings. (NY.S4.3.2)
3 <sup>rd</sup> Grade	Demonstrates strategies to reinforce positive decisions in physical activity settings. (NY.S4.3.3)
4 <sup>th</sup> Grade	Compares and contrasts possible outcomes to decisions in physical activity settings. (NY.S4.3.4)
5 <sup>th</sup> Grade	Responds appropriately to personal and social behaviors in physical activity settings. (NY.S4.3.5)
6 <sup>th</sup> Grade	Identifies problem-solving skills and conflict resolution tactics in physical activity settings. (NY.S4.3.6)



7 <sup>th</sup> Grade	Applies problem-solving and conflict resolution tactics in physical activity settings. (NY.S4.3.7)
8 <sup>th</sup> Grade	Evaluates problem-solving skills and conflict resolution tactics in physical activity settings (NY.S4.3.8)
High School – Level 1	Analyzes ethical decisions made in physical activity settings. (NY.S4.3.L1)
High School – Level 2	Advocates for ethical decision-making in physical activity settings. (NY.S4.3.L2)

Overall Wellness – NY.S5.1	
Pre-K	Please note: Standards for pre-kindergarten physical development and health are included in the <a href="#">New York State Pre-Kindergarten Learning Standards: A Resource for School Success</a> . This resource consolidates all learning standards for pre-kindergarten students into one document and organizes them by key learning domains.
Kindergarten	Please note: The outcomes for NY.S5.1 do not begin until grade 3.
1 <sup>st</sup> Grade	Please note: The outcomes for NY.S5.1 do not begin until grade 3.
2 <sup>nd</sup> Grade	Please note: The outcomes for NY.S5.1 do not begin until grade 3.
3 <sup>rd</sup> Grade	Identifies the relationship between physical activity and overall wellness. (NY.S5.1.3)
4 <sup>th</sup> Grade	Examines the overall wellness benefits of physical activity and identifies potential consequences of inactivity. (NY.S5.1.4)
5 <sup>th</sup> Grade	Compares the overall wellness benefits of participation in a variety of physical activities. (NY.S5.1.5)
6 <sup>th</sup> Grade	Describes how being physically active leads to healthy body and mind. (NY.S5.1.6)
7 <sup>th</sup> Grade	Identifies mental and emotional benefits of participation in a variety of physical activities. (NY.S5.1.7)
8 <sup>th</sup> Grade	Explains the connections between fitness and overall wellness. (NY.S5.1.8)
High School – Level 1	Analyzes the overall wellness benefits of self-selected physical activities. (NY.S5.1.L1)
High School – Level 2	Evaluates the lifelong health benefits of self-selected physical activities throughout their physical literacy journey. (NY.S5.1.L2)

Challenge – NY.S5.2	
Pre-K	Please note: Standards for pre-kindergarten physical development and health are included in the <a href="#">New York State Pre-Kindergarten Learning Standards: A Resource for School Success</a> . This resource consolidates all learning standards for pre-kindergarten students into one document and organizes them by key learning domains.
Kindergarten	Identifies challenging skills in physical activities. (NY.S5.2.K)
1 <sup>st</sup> Grade	Recognizes and attempts challenging skills in physical activities. (NY.S5.2.1)
2 <sup>nd</sup> Grade	Identifies reasons physical activity skills are potentially challenging. (NY.S5.2.2)
3 <sup>rd</sup> Grade	Demonstrates growth in challenging physical activity skills in order to build confidence. (NY.S5.2.3)
4 <sup>th</sup> Grade	Describes the challenge that comes from learning a new physical activity. (NY.S5.2.4)
5 <sup>th</sup> Grade	Identifies ways to overcome challenges in physical activities (NY.S5.2.5)
6 <sup>th</sup> Grade	Demonstrates perseverance when challenged in physical activities. (NY.S5.2.6)

7 <sup>th</sup> Grade	Creates strategies and solutions when presented with a group physical activity challenge. (NY.S5.2.7)
8 <sup>th</sup> Grade	Evaluates strategies and solutions to a group physical activity challenge. (NY.S5.2.8)
High School – Level 1	Selects and participates in physical activities that provide an appropriate level of challenge. (NY.S5.2.L1)
High School – Level 2	Evaluates the level of challenge on a self-selected physical activity. (NY.S5.2.L2)

Self-Expression/Enjoyment – NY.S5.3	
Pre-K	Please note: Standards for pre-kindergarten physical development and health are included in the <a href="#">New York State Pre-Kindergarten Learning Standards: A Resource for School Success</a> . This resource consolidates all learning standards for pre-kindergarten students into one document and organizes them by key learning domains.
Kindergarten	Identifies physical activities that are enjoyable. (NY.S5.3.K)
1 <sup>st</sup> Grade	Describes positive feelings and personal reasons for enjoying and participating in physical activities. (NY.S5.3.1)
2 <sup>nd</sup> Grade	Identifies physical activities that provide opportunities for self-expression. (NY.S5.3.2)
3 <sup>rd</sup> Grade	Identifies the reasons for enjoyment in self-selected physical activities. (NY.S5.3.3)
4 <sup>th</sup> Grade	Ranks the personal level of enjoyment in participating in different physical activities. (NY.S5.3.4)
5 <sup>th</sup> Grade	Compares and contrasts different physical activities based on level of enjoyment. (NY.S5.3.5)
6 <sup>th</sup> Grade	Describes how movement competence contributes to enjoyment in a variety of physical activities. (NY.S5.3.7)
7 <sup>th</sup> Grade	Describes the relationship between self-expression and enjoyment through a variety of physical activities. (NY.S5.3.7)
8 <sup>th</sup> Grade	Describes how enjoyment could be increased in self-selected physical activities. (NY.S5.3.8)
High School – Level 1	Selects and participates in physical activities that meet the need for self-expression and enjoyment. (NY.S5.3.L1)
High School – Level	Evaluates the level of enjoyment of self-selected physical activities for lifelong participation. (NY.S5.3.L2)

Personal and Community Resources – NY.S6.1	
Pre-K	Please note: Standards for pre-kindergarten physical development and health are included in the <a href="#">New York State Pre-Kindergarten Learning Standards: A Resource for School Success</a> . This resource consolidates all learning standards for pre-kindergarten students into one document and organizes them by key learning domains.
Kindergarten	Identifies physical activities available outside of school. (NY.S6.1.K)
1 <sup>st</sup> Grade	Identifies personal resources that support participation in physical activity. (NY.S6.1.1)
2 <sup>nd</sup> Grade	Identifies community resources that are available for participation in physical activity. (NY.S6.1.2)
3 <sup>rd</sup> Grade	Describes how to utilize personal and community resources to participate in physical activity. (NY.S6.1.3)
4 <sup>th</sup> Grade	Describe how personal resources could be used to support participation in a variety of physical activities. (NY.S6.1.4)
5 <sup>th</sup> Grade	Describes how community resources could be used to support participation in a variety of physical activities. (NY.S6.1.5)
6 <sup>th</sup> Grade	Identifies personal and community resources to support participation in a variety of physical activities with family and friends. (NY.S6.1.5)
7 <sup>th</sup> Grade	Identifies supports and barriers related to personal and community resources that can impact participation in physical activity. (NY.S6.1.7)
8 <sup>th</sup> Grade	Designs a physical activity outing that includes personal and community resources, supports, and overcomes barriers. (NY.S6.1.8)
High School – Level 1	Explains how personal and community physical activity and fitness resources can support overall wellness. (NY.S6.1.L1)
High School – Level	Evaluates the validity of claims made by commercial programs to enhance physical performance, fitness, and overall wellness. (NY.S6.1.L2)

Careers – NY.S6.2	
Pre-K	Please note: Standards for pre-kindergarten physical development and health are included in the <a href="#">New York State Pre-Kindergarten Learning Standards: A Resource for School Success</a> . This resource consolidates all learning standards for pre-kindergarten students into one document and organizes them by key learning domains.
Kindergarten	Please note: The outcomes for NY.S6.2 do not begin until Grade 6.
1 <sup>st</sup> Grade	Please note: The outcomes for NY.S6.2 do not begin until Grade 6.
2 <sup>nd</sup> Grade	Please note: The outcomes for NY.S6.2 do not begin until Grade 6.
3 <sup>rd</sup> Grade	Please note: The outcomes for NY.S6.2 do not begin until Grade 6.
4 <sup>th</sup> Grade	Please note: The outcomes for NY.S6.2 do not begin until Grade 6.
5 <sup>th</sup> Grade	Please note: The outcomes for NY.S6.2 do not begin until Grade 6.
6 <sup>th</sup> Grade	Describes career options related to physical activity and fitness. (NY.S6.2.6)
7 <sup>th</sup> Grade	Compares and contrasts career options related to physical activity and fitness. (NY.S6.2.7)
8 <sup>th</sup> Grade	Evaluates personal attributes as they related to career options physical activity and fitness. (NY.S6.2.8)
High School – Level 1	Identifies personal and community resources to explore career options related to physical activity and fitness. (NY.S6.2.L1)
High School – Level	Evaluates personal and community resources to explore career options related to physical activity and fitness. (NY.S6.2.L2)

## **F. Curriculum K-3 Overview**

The focus of the K-3 physical education program is to equip children with the fundamental skills and knowledge so that they can move with confidence throughout their lives. This physical education standards-based instructional program is broken down into units of instruction that cover locomotor, non-locomotor and manipulative skills. These skills are practiced through cooperative games and small-sided sport based activities. Exercises designed for the development of health and skill related fitness, as well as, instruction to foster the social/emotional concepts of teamwork, sportsmanship, work ethic and perseverance are infused into every lesson. The physical education program focuses on the development of the whole child and aspires to design lessons that correspond with interdisciplinary topics related to health, science, social studies, math and English language arts. The ultimate goal of this program is to begin the development of physically literate, health conscious, Huntington citizens committed to a lifestyle of wellness.

Students in grades K-3 receive the state required 120 minutes of instruction in physical education in each calendar week by a certified physical education teacher. The Commissioner's regulations (Section 135.4 (c)(2) state that all pupils in grades K-3 shall participate in the physical education program on a daily basis. Therefore, on the two non-physical education class days in each calendar week, classroom teachers choose from a menu of activities created by primary level physical education teachers and incorporate them into their classroom activities.

### **4-6 Overview**

The focus of the physical education program in grades 4-6 strive to maintain an activity-based program while teaching lifelong fitness in a safe and enjoyable environment. The physical educators are committed to provide the students with developmentally appropriate instruction that will allow the learners to acquire the physical skills, knowledge and personal social attributes necessary to pursue a healthy, active lifestyle. Our program focuses on building character education through teaching positive work habits and social skills. We engage students in health-related fitness activities that embrace cardio- respiratory fitness, muscular strength and endurance and assist students in developing gross motor coordination.

### **7-8 Overview**

The focus of the physical education program in grades 7-8 will provide an opportunity for all students to have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health. Students will participate in personal fitness, individual and team sports. Our personal fitness program is a core strength and conditioning program. It is a deliberate attempt to optimize a students' physical competence in each of the ten recognized fitness domains: Cardiovascular and respiratory endurance, stamina, Strength, Flexibility, Power, Speed, Coordination, Agility, Balance and Accuracy. This program is developed to enhance an individual's competency at all physical tasks along with the development of successful diet strategies. This conditioning program will take place in all classes concentrating on those activities which relate to sports and other group activities such as; pickleball, flag football, soccer, volleyball, basketball, floor hockey, yoga, badminton, and tennis, etc.

## **9-12 Overview**

In grades 9-12, students are given a choice of semester courses covering the areas of team sports, lifetime/individual sports, personal fitness, dance, yoga, mindfulness physical education, Unified physical education, Project Adventure I, II and III and adapted/adaptive physical education.

### **PE 9-12 - Team Sports**

This course is designed to give students an opportunity to learn and develop fundamental and advanced skills and strategies in the team sport category as well as general fitness concepts and conditioning techniques used for achieving and maintaining optimal physical fitness. Students will participate in comprehensive team and cardio-respiratory activities and be empowered to make healthy choices, develop positive behaviors in a team setting, enhance their overall wellness and engage in movement activity for lifelong fitness. The curriculum features a variety of team sports. Students will learn skills, strategies, rules and personal and social responsibility in activities that encompass the sports of flag football, basketball, volleyball, floor hockey, team handball, soccer, Ultimate Frisbee and softball as well as several others.

### **PE 9-12 - Lifetime/Individual Sports**

This course is designed to give students an opportunity to learn and develop fundamental and advanced skills and strategies in the lifetime/individual sport category as well as conditioning techniques used for achieving and maintaining optimal physical fitness. There will be basic, intermediate and advanced levels instruction in badminton, bowling, golf, tennis, table tennis, volleyball, pickle ball one-on-one basketball, lawn games, Frisbee golf, running/walking and personal fitness training, both indoors and outdoors. Classes will be held outdoors, in the gym and in adjoining fitness, rig and weight rooms.

### **PE 9-12 - Personal Fitness**

This course is designed to improve the personal fitness level of participants through anaerobic and aerobic conditioning exercises utilizing the fitness room, rig room and weight room as well as outdoor facilities. Students will learn how to create and follow through with workout plans for a variety of goals that meet their personal needs and interests. Nutrition, principles of fitness, anatomy and a variety of training methods will be explored. Students will be empowered to train and monitor themselves after school, on weekends and during vacation periods.

### **PE 9-12 - Dance, Yoga and Mindfulness Physical Education**

Dance, Yoga and Mindfulness is a physical education course designed for students to achieve individual fitness goals. It provides all students with the opportunity to acquire comprehensive knowledge of dance and yoga skills, the practice and benefits of mindfulness and fitness concepts. Students develop and apply a broad understanding of choreography, dance, yoga and fitness elements and learn a variety of fun training techniques, which can be applied towards achieving personal fitness goals. The combination of fitness, dance and yoga offers students a total body workout, which promotes heart-healthy benefits along with the positive attributes associated with mindfulness. Students will learn movements in step-cardio, dance-cardio, body toning, Zumba fitness, cardio-Latin dance, hip-hop dance, Pilates and others dance genres.

### **PE 9-12 - Unified Physical Education**

The Unified physical education course provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. The course provides an environment where students can apply the skills learned and bonds created during Unified PE in Huntington High School's Unified bowling and Unified basketball programs. The course is designed to advance student leadership, promote social justice and improve overall health and wellness. This course can be the foundation for creating a more inclusive school environment where individual

differences are embraced and all students are accepted. Course objectives are to increase physical fitness and sports specific skills, develop new friendships, promote social inclusion among classmates, reinforce positive and healthy habits and provide opportunities to develop movement confidence and competence in a variety of physical activities.

Project Adventure I aids in the participants' development of greater self-confidence and at the same time builds a sense of trust and commitment among classmates. The emphasis in this course is on participation and students are encouraged to extend their limits both physically and emotionally. Students are required to participate in all group activities, but may decline to attempt individual challenges that they feel are beyond their personal limits. The low and high element PA courses will be used during this semester. Personal fitness is a core strength and conditioning program. It is a deliberate attempt to optimize a student's physical competence in each of ten recognized fitness domains: Cardiovascular and respiratory endurance, stamina, strength, flexibility, power, speed, coordination, agility, balance and accuracy. This program is developed to enhance an individual's competency at all physical tasks along with the development of successful diet strategies.

Project Adventure II is an extension of PA I and focuses on further developing a student's ability to manage their perceived personal limits to accomplish these goals. Students will develop high levels of self-confidence and appreciation for each member of the group, while experiencing challenges. Activities include low and high element challenges on the Project Adventure Course. Written activities are required. Personal fitness will be continued in this program as well.

Grade 11-12 Project Adventure III is an extension of PA I and PA II. It further expands and develops the student into a leader. This course is designed to nourish each individual's leadership style and his/her ability to communicate, problem solve, and develop interpersonal relationships while participating in many group activities. Activities include low and high element challenges on the Project Adventure Course. Written activities are required. Personal fitness will be continued in this program as well.

## **K-12 Class Composition**

All classes are co-ed. The average class size is 25-35.

## **G. Interdisciplinary Instruction**

Interdisciplinary education enhances learning and increases student interest. At the elementary level we find a greater occurrence of thematic units, in which a common theme is studied in more than one content area.

At the secondary level there exists a greater prevalence of correlating concepts from other disciplines. In either case, all types of learners can benefit from an interdisciplinary approach to learning.

Physical education provides many opportunities for interdisciplinary instruction. Through participation in broad-based activity experiences, students may learn simple, as well as sophisticated concepts in physics, biology, human anatomy and physiology, nutrition, and social and behavioral sciences.

Connecting physical education to the related disciplines of health and safety is one of the most important aspects of quality education. Gymnasiums, athletic fields, fitness centers, walking trails, and dance studios serve as laboratories for the practice and understanding of the aforementioned areas.

## **H. Curriculum Design**

Curriculum is designed using Shape America's Instructional Framework overview. Atlas Rubicon is our online platform for course description, timeline and curriculum map.

## **I. Adapted Physical Education**

Physical education for a special needs child will develop: physical and motor fitness; fundamental motor skills and patterns; skills dance, and individual and group games and sports. Students participate in the least restrictive environment, thus most children are integrated within instructional program. Those that have a notation within their IEP (Individualized Education Plan) or 504 plan mandating a specific accommodation are assigned to an adaptive physical education group of students or participate within the regular class, but with a certified physical education teacher working one on one with that student.

Teachers implement individualized instructional strategies and activities to support the special needs children. Some activities will have more restrictions than others and some will be less vigorous than others depending on the needs. The teacher in conjunction with other supporting staff and parents will decide if the physical education program requires mild, moderate or limited participation as per the child's IEP.

Adaptations and modifications are made to activity and/or equipment to meet the needs of the special needs students. The goal of the program is to have students find success by reaching their potential within the learning environment.

Alternate Assessment information can be found on the New York State Education Department's website at <http://www.p12.nysed.gov/assessment/nysaa/>

Additional Information on Test Access and Accommodations for Students with Disabilities may be found at the following site: <http://www.p12.nysed.gov/assessment/nysaa/nysaa-manual-0910/faq0910.pdf>

## **J. Attendance Policy**

All attendance files, current and past will be stored in the district's school attendance system, E-School

### **Elementary Preparedness**

Students in grades K-6 grade are required to have sneakers that are appropriate and safe for participation in physical education. They are permitted to participate in street clothes, as long as the physical education teacher deems the student's' clothing appropriate and safe for the lesson or activity of the day. Notification to classroom teacher and parents if students are consistently not prepared for physical education.

### **Medical Exemptions**

If a student arrives to class and is not feeling well, he/she is sent to the health office. The nurse will evaluate the situation and either excuse the student for the day or suggest that the student participate in a modified activity. A note from a parent/guardian is accepted but a physician's note is preferred. Any medical excuse beyond one week requires a physician's note.

### **Secondary Preparedness**

Students in grades 7 – 12 are required to wear clothes and sneakers that are appropriate for the lesson

or activity of the day. Students who are not properly prepared for class will not be allowed to participate. Students have the option of changing clothes in the locker room prior to class.

### **Medical Exemptions**

As in the case of elementary procedures, the nurse may excuse a student if a sudden illness or medical condition arises during the school day. A note from a parent/guardian is accepted but a physician's note is preferred. Any medical excuse beyond one week requires a physician's note. Long-term medicals will involve a written assessment.

### **Make-Up Policy for Secondary Physical Education**

Students who have excused absences ONLY are entitled to makeup class in order to acquire participation points to maintain a passing grade in physical education.

Physical Education make-up classes will be held twice per week after school throughout each quarter. Students must sign in with the physical education that is on duty.

Students must wear proper clothing and sneakers to participate.

## **K. Grading**

### **Elementary: K-6 (I - IV on report cards)**

Grades are earned on a universal rubric used for all academic areas. Skill proficiency is considered but not crucial in determining a final assessment.

### **Middle School: 7-8 (numeric grades on report cards)**

80 % - Participation

- 40 % - Student is actively involved in all activities
- 20 % - Student is prepared with proper clothing and footwear.
- 20% - Student followed all class and school rules while

in class. 10% - Folder

10% - Quarterly Assessment

### **High School: 9-12 (numeric grades on report cards)**

70 % - Participation

- 40 % - Student is actively involved in all activities
- 20 % - Student is prepared with proper clothing and footwear.
- 20% - Student followed all class and school rules while

in class. 20% - Quarterly Assessment

10% - Google Classroom assignments

## **L. Assessments**

### **Physical**

### **Assessments**

All assessments are developed at the discretion of the physical education teacher. It is a combination of fitness test assessments and application of physical skills.



## Cognitive Assessments

All cognitive assessments are developed at the discretion of the physical education teacher. Some are written and some are Q & A's.

## Fitness Assessments

4-6	7-8	9-12
Muscular Endurance Muscular Strength Flexibility Cardiorespiratory Endurance	Muscular Endurance Muscular Strength Flexibility Cardiorespiratory Endurance	Muscular Endurance Muscular Strength Flexibility Cardiorespiratory Endurance

All assessments are based on either teacher created rubrics for rubrics developed by SED. Data for those assessments are maintained in teacher records.

## M. Alternate Physical Education Options (CR 135.4)

Seniors participating on a varsity interscholastic team may apply for an exemption from physical education class during their sport season. In order to be considered for an exemption, the student must meet the following criteria:

- The student meets all requirements for the exemption as delineated in CR 135.4.
- The student is a senior currently participating on a varsity interscholastic team.
- The student has parental approval.
- The student is eligible for interscholastic athletics participation under all district and state policies and regulations.
- The student earned a minimum grade of 80 in physical education in the previous marking period. If a student is requesting a first marking period exemption, the student must have a final grade of 80 or above in physical education in the previous year as reflected by their report card.
- The student submits a written application using the appropriate form.
- Participants in the exemption option must report to their regularly scheduled physical education class for attendance and then to a designated location in the building.
- Once approved, the student must meet all responsibilities of being a team member, e.g. attendance, participation, conduct, etc.
- If a student leaves the team for any reason the exemption is rescinded and they must immediately report to their originally scheduled physical education class.
- If approved, the student athlete is exempt for the duration of their sport season and must resume their scheduled physical education class at the start of the following marking period.
- Students participating in the exemption option will be graded pass/fail.

## N. Personnel

We currently have a physical education staff consisting of 20 staff members as follows:

School	Staff
Huntington High School (9-12)	Six full-time PE certified teachers
J. Taylor Finley Middle School (7-8)	Three full-time PE certified teachers
Woodhull Intermediate School (4-6)	Two full-time PE certified teachers
Jack Abrams Stem Magnet School (4-6)	Two full-time PE certified teachers
Flower Hill Primary School (K – 3)	One full-time PE certified teacher + .3 PE certified teacher
Southdown Primary School (K-3)	One full-time PE certified teacher + .4 PE certified teacher
Washington Primary School (K-3)	One full-time PE certified teacher + .7 PE certified teacher
Jefferson Primary School, (K-3)	One full-time PE certified teacher + .6 PE certified teacher

## O. Facilities

School	Indoor Teaching Station(s)	Fields Gen. use	Playground	Fitness Center	Tennis Courts	Track	Outdoor Basketball Courts
HHS (9-12)	7	5	x	2	6	1	4
FMS (7-8)	2	4	x	1	3	x	4
WH (4-6)	2	1	1	x	x	x	2
JASM (4-6)	2	1	1	x	x	x	4
FH (K – 3)	2	1	1	x	x	x	2
SD (K-3)	2	1	1	x	x	x	2
WP (K-3)	2	3	1	x	x	x	4
JP (K-3)	2	1	1	x	x	x	2

### Notes:

**Intramural Use of Facilities-** All gymnasiums in the intermediate and primary schools are used for intramurals and the high school weight room and rig room are open for training after school for all students.

**Interscholastic Program Use of Facilities-** WP, WH, JASM, FMS and HHS are used for interscholastic competition sites. All other schools may be used for interscholastic practices. There are off-site facilities used for soccer, swimming, golf, fencing and lacrosse. Facility usage for practices is determined by the Director of HPEA.

**Community Use of Facilities-** All youth clubs and community organizations coordinate practices, contests and special events through the HUFSD Department of Buildings & Grounds. A Facility Usage Form and appropriate insurance documents must be provided before the organization gets board of education approval to use an indoor or outdoor facility.

**Individual Use of Facilities-** The HHS/FMS tennis courts and the HHS track are open 7 days a week for community use. However, these facilities are not available to the community during school hours, interscholastic athletic practices/games or other school related events.

## PART III - Athletics

### Table of Contents:

- Coaches Handbook (attachment 1)
- Sample Coaches Meeting Agenda (attachment 2)
- Athletic Placement Process Packet (attachment 3)
- Sports Clearance Packet (attachment 4)

# **COACHES**

# **HANDBOOK**

**Huntington Public Schools**  
**P.O. Box 1500**  
**Huntington, New York 11743**

**James M. Hoops**  
**District Director**  
**Health, Physical Education and**  
**Interscholastic Athletics**  
**(631) 673-2018**

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## **PREFACE**

Coaches are responsible for complete familiarization and compliance with Huntington School District philosophy, policies and procedures, as well as with the regulations of the New York State Public High School Athletic Association (NYSPHSAA) and Section XI.

Until such time that a particular policy or procedure is deemed undesirable or outmoded and is revised or eliminated, that policy or procedure shall be complied with and supported completely by all coaches.

Please keep and read this handbook and refer to it when questions arise concerning the interscholastic athletic program.

James M. Hoops  
District Director  
Health, Physical Education and  
Interscholastic Athletics

## ***1.0 INTERSCHOLASTIC ATHLETICS***

The place of interscholastic athletics in the physical education program, and in the total school environment, can best be determined by the emphasis that is placed upon achieving educational objectives. In addition to fielding a representative and competitive team, much thought should be given to the types of outcomes that are desired as a result of interscholastic activity.

It is important to all concerned that there is a basic understanding of the values, teaching moments, and motivation opportunities found in interscholastic athletic activity. It is imperative for all to recognize the role that interscholastic athletics play in helping to fulfill the needs of youngsters who continually seek to place their faith, hope, and enthusiasm in someone or something.

The values of interscholastic athletics are attainable to the coach, athlete and spectators. Each can add to the success and impact of interscholastic athletics and each can derive memorable and beneficial experiences from these activities.

## ***2.0 ADMINISTRATIVE RESPONSIBILITIES***

- a. To meet the needs and interests of the athletically talented.
- b. To foster a spirit which brings vitality to school life and which contributes to the effectiveness of the program.
- c. To provide wholesome programs or recreational interest for the entire community.

## ***3.0 OBJECTIVES OF THE HUNTINGTON ATHLETIC PROGRAM***

- a. To provide interscholastic athletic experiences to as many students as possible.
- b. To emphasize that making the effort to win is more important than winning and to encourage and reward that effort.
- c. To acknowledge that the real value of sport to the student is in the enjoyment derived from the activity itself, and from the association developed among coaches and players in practice, as well as games.
- d. To encourage fellowship, leadership, and cooperation in a competitive atmosphere.
- e. To inspire voluntary commitment to excellence in study, work, and play.
- f. To establish a high degree of fitness.
- g. To emphasize the proper ideals of sportsmanship, ethical conduct, and fair play.
- h. To eliminate all possibilities which tend to weaken the best values of the game.
- i. To stress the value derived from playing the game fairly.

- j. To exhibit courtesy to visiting teams and officials.
- k. To establish a healthy relationship between visitors and hosts.
- l. To respect the integrity and judgment of sports officials.
- m. To achieve a thorough understanding and acceptance of the rules of the game and the standards of eligibility.
- n. To recognize that the purpose of athletics is to promote the physical, mental, moral, social, and emotional well-being of the individual athletes.
- o. To remember that an athletic contest is a game and not a matter of life or death for player, coach, school, official, fan, community, state or nation.

## ***4.0 THE COACH***

### ***4.1 COACHING CERTIFICATION***

The Commissioner's Regulations identifies the following four categories of persons who are eligible to coach interscholastic athletics teams:

- a. Certified physical education teachers may coach any sport in any school. They must meet the first aid and CPR/AED requirements and complete courses in child abuse reporting/violence prevention, Dignity for All Students Act and have NYS Fingerprint clearance.
- b. Persons who have been employed as coaches of specific sports in New York State schools before September 1, 1974 may continue to coach such sports provided they meet the first aid and CPR/AED requirements, and complete the child abuse/violence prevention courses and NYS Fingerprint clearance.
- c. Teachers with coaching qualifications and experience, certified only in areas other than physical education, may coach any sport in any school, provided they meet the state requirements.
- d. Other persons with coaching qualifications and experience satisfactory to the Board of Education, but lacking teacher certification, may be employed as coaches of interschool athletics teams when certified teachers with coaching qualifications and experience are not available. A temporary coaching license must be secured from the Commissioner of Education. A TEACH account must be created stating the completion of all courses listed above, and the issuance of a temporary coaching license.

\*\*\* All coaches must complete the concussion management online training given by the CDC every 2 years to coach within the Huntington School District.

## ***4.2 TYPES OF COACHING POSITIONS***

- a. Varsity head coach
- b. Varsity assistant coach
- c. Junior varsity coach
- d. Junior varsity assistant coach
- e. Middle school head coach
- f. Middle school assistant coach

## ***4.3 SELECTION OF COACHES***

- a. Coaching vacancies shall be posted at all schools no later than May 1<sup>st</sup> of each year.
- b. Coaching vacancies will also be advertised on the Section XI website and listed with all Suffolk County Athletic Directors.
- c. All resumes received will be reviewed by the Director and/or the appropriate headcoach. Candidates will then be selected to participate in the interview process.
- d. All new head coach candidates will meet with the FMS and/or HHS Principals prior to the Board of Education recommendation.
- e. Assistant varsity, junior varsity, assistant junior varsity, middle school and assistant middle school coaches shall be selected by the District Director from a list of candidates recommended by the head coach from the total list of applicants. The District Director and the appropriate head coach shall consult one another before or after a list of recommended coaches is drawn up.
- f. Prior to the interview process, the candidates are required to fill out a coaching application which requires information regarding experience, educational background, and certifications. Additional information, such as references, is also requested.
- g. All applicants screened for coaching positions shall be given the same consideration regardless of grade level. The most qualified person shall be selected by the Director.
- h. All coaching appointments are subject to the approval of the Board of Education after reviewing the recommendations of the Director.

## ***4.4 COACHING AND PHYSICAL EDUCATION TEACHERS***

Huntington physical education teachers hired after July 1, 1980 may, as a condition of employment, be required to coach one sport per school year. Coaches upon request will be relieved of this obligation for up to two-year consecutive years in connection with child birth or adoption. A coach availing himself/herself or leave pursuant to this paragraph shall be ineligible for further leave with an additional birth or adoption for two years after his/her return from such leave.

#### ***4.5 COACHING TECHNIQUES***

- a. Use sound and acceptable teaching practices.
- b. Run well-organized practice sessions.
- c. Complete pre-season planning well in advance of the starting date.
- d. Adhere to a highly efficient and technically sound program of injury prevention. When injuries do occur, follow a prescribed routine and maintain good communications with the athlete, parents and trainer.
- e. Construct a well-organized game plan.
- f. Develop a sound system for equipment accountability, including season inventory, repair, reconditioning and replacement.
- g. Keep assistant coaches, student managers and statisticians well informed as to what is expected. Cooperate fully with maintenance staff, transportation people and others similarly involved in the overall program.

#### ***4.6 RESPONSIBILITY TO THE SCHOOL DISTRICT***

As a coach, you are a frequent topic of conversation at various community locations – the home, the work place and at the meetings of many civic organizations. Your profession, as well as your reputation as a coach, is constantly under scrutiny.

Your actions and statements should always reflect confidence and respect for the Huntington Public Schools. Much can be done by the coach in public contacts to build and maintain a high level of confidence in the athletic program and the school district.

#### ***4.7 EVALUATION OF COACHES***

Evaluation is considered a cooperative and ongoing effort intended to improve the quality of coaching performance. The District Director will give a written evaluation to each coach every year. In evaluating coaches, the following guidelines will be followed:

- a. The evaluation of interscholastic athletic coaches shall be based upon criteria set forth on the evaluation of interscholastic coaching responsibilities form.
- b. The evaluation form shall be completed following opportunities to observe the coach in the performance of his/her duties and review the effectiveness of his/her instruction and program administration.
- c. The varsity coach will give input to the District Director regarding the evaluations of his/her staff at all levels of the program.
- d. The District Director will meet with each coach and review his/her evaluation at the end of each season. Each coach will be provided with a written evaluation.

- e. The varsity coach, at the request of the District Director, may meet with his/her staff to review their evaluations.
- f. Building administrators may give input to the District Director regarding a coach's performance.
- g. Whenever a rating is lower than 3 (effective), a written comment will be given.

#### ***4.8 PAYMENT OF COACHES***

Each coach shall be paid upon authorization by the District Director for individual duties upon completion of those duties. All forms and requested materials must be submitted to the District Director before payment will be authorized. Coaching salaries are based upon the negotiated contract between the Associated Teachers of Huntington (ATH) and the Board of Education.

#### ***4.9 EMERGENCY MEDICAL TREATMENT AUTHORIZATION***

A coach shall have the right to authorize emergency medical treatment and to call an ambulance, when needed. If, in an emergency, a coach calls an ambulance, he/she shall not be held responsible for the expenses incurred by the exercise of such right.

#### ***4.10 RELATIONSHIPS AND RESPONSIBILITIES OF COACHES***

##### ***a. Relationships With Athletes***

Interscholastic athletics by its very nature lends itself to a strong personal relationship between coach and athlete. Through the close association that often exists, the coach has a unique guidance opportunity seldom possible elsewhere in education. It is within this climate that a coach can affect dynamic leadership for his/her players – leadership that could have a significant impact on the present and future lives of students.

##### ***b. Relationships With Classroom Teachers***

Cooperation with classroom teachers is of the utmost importance. Coaches must take an interest in their players' academic progress and must insist that the athlete work to his/her classroom potential. Frequent communication with the classroom teachers of athletes who are experiencing difficulties is desirable.

##### ***c. Relationships of Coaches In The Same Sport***

The varsity head coach in a given sport is responsible for organizing and directing the work of his/her staff, including varsity assistants, junior varsity coaches, assistant junior varsity coaches, middle school coaches and assistant middle school coaches.

The varsity head coach will designate the division of players between the varsity and junior varsity squads.

Middle school coaches are encouraged to incorporate into their programs as much of the varsity system as is feasible.

All coaches, varsity, junior varsity and middle school, are directed to meet as a staff in an organizational pre-season meeting. Varsity head coaches shall assume the responsibility for arranging the meetings in each sport. This mandate for attendance extends to all coaches of that sport in the district.

***d. Relationships Among Coaches In Other Sports***

Coaches like to think of their sport as being the most important. For them, it probably should be. Since there are never enough "blue chip" prospects to satisfy everyone, there is the inevitable competition for the athlete who might compete in more than one sport. Please use good judgment in attempting to promote individual sports and avoid "bad mouthing" another coach and/or program. Be positive and convincing about individual sports, but allow students to make their own choices.

***4.11 PERSONAL RESPONSIBILITIES OF THE COACH***

Since coaches are basically teachers, the following standards should be emphasized:

- a. The work of the coach must contribute to the educational goals of the school system.
- b. In order to maintain a high level of performance, the coach should make every effort to increase and improve his/her knowledge and techniques of coaching through clinics, mandatory meetings for rules interpretation, etc.
- c. It is expected that all coaches will maintain the dignity and personal control characteristic of sound leadership. Coaches' personal conduct should be at least as good as the conduct they expect and demand from their athletes.

***Dignity for All Students Act***

The District prohibits all forms of harassment and bullying of students by employees on school property and at school functions. The District further prohibits discrimination against students, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or other students on school property and at school sponsored activities and events that take place at locations off school property. In addition, other acts of harassment, bullying, and/or discrimination which can reasonably be expected to materially and substantially disrupt the education process may be subject to discipline or other corrective action.

***Coaches Must Avoid:***

- a. Abusive and profane language.
- b. Smoking is prohibited in/on all school grounds or facility, or at home or away games.
- c. Corporal punishment is not permitted as a means of discipline or motivation.
- d. Disloyalty to fellow coaches, administrators, or team members.



### ***Coaches Should:***

- a. Dress appropriately for practice and games.
- b. Be positive when dealing with athletes.
- c. Treat visiting teams and officials as guests of the school district.
- d. Keep their role and program in the proper perspective.
- e. Attend all mandatory coaches meetings as requested by Section XI.
- f. Implement all rules and regulations as outlined by the NYSPHSAA Handbook, Section XI and the Huntington School District.
- g. Assume responsibility for constant care of equipment and facilities being used.
- h. Emphasize safety precautions and be aware of the best training and injury procedures.
- i. Instruct athletes concerning rules and rule changes, new knowledge, and innovative ideas and techniques. The coach should insist that all state, section, district and school rules and regulations are understood and enforced.

Visiting school coaching staffs are guests, not enemies. They should feel welcome and their needs should be satisfied. Professional deportment is always the rule. Public congratulations are always in order as a means of cementing good relations between schools. Coaches must always remember that players, students, and other spectators are in attendance.

### ***4.12 ORGANIZATION MEETINGS***

Each coach will hold an organizational meeting prior to the start of the appropriate season. The coach will be responsible for publicizing the meeting (posters, P.A. announcements, etc.) and will allow sufficient time for team candidates to make arrangements to attend. Since this meeting often sets the tone for the season, the coach should arrive prepared to explain the regulations concerning all aspects of the physical examination requirements and to distribute appropriate permission forms, etc.

In addition, the coach should discuss expectations regarding:

- a. The season.
- b. School and team conduct.
- c. Academic responsibilities.
- d. Training rules and regulations.
- e. Requirements for specific awards.
- f. Attendance at practice or games during holidays and vacations and the time of daily practice.
- g. The importance of maximum effort, loyalty to school, team, and coach.
- h. Procedures and policies as outlined in this Coaches Handbook.
- i. At this time, permission slips and any other paperwork the District Director has asked to be distributed should be handed out.

#### ***4.13 SPORTSMANSHIP AND COACHES***

- a. Coaches influence not only the conduct of the players under their direction, but also that of the student spectators, parents of squad members and interested citizens who attend athletic contests. Since the coach is influential in setting the tone of conduct, s/he must visibly show that s/he values self-restraint, fair play and sportsmanlike behavior.
- b. The behavior of the coach must at all times be marked by dignity and self-control. The coach should not, at any time, use provocative language or engage in any unsportsmanlike actions or tactics. The coach must avoid any actions or remarks which would tend to incite the displeasure of the spectators or provoke disorderly behavior.
- c. If the coach, as a professional educator, cannot exercise emotional control under stress, then such behavior cannot be expected from the young people on the team nor from the heterogeneous combination of spectators in the stands.
- d. The coach will immediately discipline any player who intimidates an official, or displays unsportsmanlike behavior.
- e. Deliberate attempts to humiliate an opponent should not be tolerated. Coaches are encouraged to substitute whenever possible, especially when the outcome of the game has more or less been decided.
- f. No person should be coaching who does not realize that the future of high school athletics is more important than winning or losing a particular game.
- g. Coaches must control their emotions by eliminating any show of outraged discontent over an official's call.
- h. Never seek out an official during half-time or at the conclusion of a contest.

#### ***4.14 GENERAL RESPONSIBILITIES***

- a. The rules and regulations of the interscholastic athletic program are governed by education law, the NYSPHSAA, Suffolk County Athletic Council (Section XI), the appropriate league and conference and the Huntington School District. Each coach must become thoroughly familiar with these regulations, especially the NYSPHSAA Handbook. Each coach must attend all required meetings to discuss the resulting recommendations with the District Director.
- b. The varsity coach in each sport will serve as an advisor to their junior varsity and middle school counterparts. It is expected that the varsity coach will become aware of junior varsity and middle school programs and will establish continuity between programs.
- c. Each coach will establish training rules and standards for the squad and take appropriate disciplinary action when these rules and standards are violated. It is essential that each athlete fully understand the rules, regulations, and means of enforcement. When an athlete violates a rule, he/she may be suspended until a coach determines an appropriate penalty for the specific infraction in consultation with the District Director.

#### ***4.15 PRACTICE ORGANIZATION***

- a. Practice sessions should be organized, follow written schedules, and include a variety of techniques.
- b. The intensity of the work should be appropriate to the age and maturity level of the athlete.
- c. Practice sessions should be 2-3 hours in length.
- d. Athletes should be effectively conditioned to compete at a demanding level.

#### ***4.16 KEYS/SWIPE CARDS***

Keys and swipe cards will be issued to all coaches at the beginning of each season. Coaches must never loan the keys/cards to a student or non-staff member for use. Keys/cards are not issued on a permanent basis. Keys/cards must be returned at the conclusion of the season so that they can be reissued to other coaches for use during the following season. Private copies of school keys/cards should never be made.

#### ***4.17 RECEIVING MAIL***

Coaches who work in the Huntington School District will have their mail sent to their home school. High school coaches who do not work in the district will have a box in the athletic office during their season. Middle school coaches who do not work in the district will receive their mail in the athletic coach's mailbox in the main office at Finley. All coaches should check their mailbox daily. This is where important correspondence will be sent to you. Information will be mailed to your home when you are not in season and on other occasions as the need arises.

#### ***4.18 FEES***

Fees for an invitational can only be paid promptly if information is submitted as soon as possible. Each request must be accompanied with proper back-up information. This involves written information concerning the event and includes date(s), exact fee(s), payee, location, etc. All necessary information should be submitted to the athletic office well in advance of the event if payment is desired or required at that time.

#### ***4.19 STUDENT MANAGERS AND/OR STATISTICIANS***

All interscholastic teams should have at least one student manager whenever possible or feasible. The coach will make this appointment and provide the opportunity for managers and statisticians to be promoted to the higher team levels.

#### ***4.20 EQUIPMENT CAGES***

Coaches are expected to keep their equipment cages clean and well-organized. Equipment and/or uniforms should not be thrown in piles, left in a mess on the floor or stored if dirty. Due to flooding concerns, the cages at the high school should never have any equipment and/or uniforms left on the floor. If you have equipment or uniforms in your cage that are worn out and no longer useable, contact the District Director for disposal.

#### ***4.21 PRACTICE AREAS***

- a. All practice areas will be assigned by the District Director. Practices should not be held in any other areas unless approved by the District Director.
- b. Because facilities for the winter sports season are limited, all participating teams could be asked to share the prime and non-prime time. Any changes that are mutually acceptable to the coaches involved should be brought to the attention of the District Director.
- c. No practices are to be scheduled on Sunday or holidays without the specific approval of the District Director. Practices should not be cancelled except for inclement weather or for emergency circumstances. Practice is very important and every effort should be made to hold all scheduled practices.

#### ***4.22 SENIOR ATHLETIC AWARDS BANQUET***

The Senior Athletic Awards Banquet is held annually for graduating senior athletes who are recognized for their participation in the Huntington athletic program. Special awards are presented to seniors in all varsity sports and scholarships are awarded. All Huntington senior athletes are invited to the evening, as are parents and members of the coaching staff. All varsity coaches must attend the Senior Athletic Awards Banquet. This is one of the most important nights of the year for the athletic program.

#### ***4.23 TEAM DINNERS***

Many teams host an end of season dinner at which the coaches present varsity and junior varsity awards, etc., to the members of the teams. These dinners may be held in the high school cafeteria. This dinner provides the opportunity for the coaches to end the season on a positive note and showcase the program for parents. All varsity coaches should give serious consideration to holding a team dinner. This is a splendid opportunity to create goodwill with parents and formally recognize the efforts of athletes.

#### ***4.24 SEASON "WRAP-UP"/END OF SEASON RESPONSIBILITIES***

At the close of each season coaches will meet with the District Director to discuss concerns and recommendations. Prior to the meeting, the following housekeeping items should be completed:

- a. All school supplies and equipment which requires cleaning and/or reconditioning shall be counted, labeled and prepared for transport. These materials shall appear on inventories as having been shipped for cleaning or reconditioning. All supplies and small equipment not sent for cleaning shall be counted and placed in the appropriate storage cage. Duplicate copies of all inventories must be made available.
- b. The letter awards, special awards, season summary, and numeral lists, etc., shall be prepared and submitted.
- c. The Coach's Report shall be prepared and submitted on the form provided.
- d. Section XI ratings should be up to date. Ratings should be completed immediately following each contest.
- e. The information sheet used to create an end of season article on each team and our athletic

newsletter must be completed in its entirety. Please list all important statistics on the form or attach a separate sheet.

- f. The coaching salary check will be issued from the Payroll office upon the satisfactory completion of coaching responsibilities. Post season checks are distributed following Board of Education approval.

#### ***4.25 CLINICS AND PROFESSIONAL GROWTH***

Coaches are encouraged to attend camps, clinics and seminars to learn new techniques, skills, etc. Such opportunities for professional growth are vital to a successful coaching experience. To adapt to a changing sports world, it is necessary to be informed of the latest trends in the world of athletics.

#### ***4.26 COLLEGE RECRUITMENT***

One of the most important aspects of coaching is “assisting” an athlete sort through the maze of college opportunities. Coaches should fill out any college forms and contact college coaches when requested.

### ***5.0 THE SEASON***

#### ***5.1 PARENT CONSENT FORMS***

Forms must be signed by both the parent and the student before participation and returned to the athletic office within the first week of practice. A good time to disseminate these forms is at the preseason meeting with your team.

#### ***5.2 STUDENT – ATHLETE SIGN-UPS***

Prospective student-athletes should sign-up with the nurse. Students who have a current physical exam must still sign-up with the nurse and requalify for each specific season. Failure to follow this procedure will result in the ineligibility of the student-athlete until they comply.

#### ***5.3 PHYSICALS***

No student may participate until they have passed a current physical examination. Coaches will be notified by the health office (through the athletic office) of students who are eligible to try out for a team. Students who present family physicals for qualification must be directed to the school nurse for the physical to be verified. Do not collect these physical forms. Have the student submit it directly to the school nurse. In the nurse’s absence, the District Director will verify these physicals. If a student does not submit an approved private physical form, they may not compete. These forms are available in the athletic office.

There will be no exceptions to these requirements. When in doubt, sit the athlete out for the day and check with the nurse and/or the athletic office.

#### ***5.4 COMPLETED ROSTER(S)***

This is due in the athletic office after the first week of tryouts/practice, if not earlier. Use only the roster form provided, or one compatible, and indicate who your captains are on this form. No buses or officials will be scheduled until the roster is submitted. Please inform the athletic office of any roster additions or deletions throughout the season.

#### ***5.5 INJURY REPORT***

Each coach must contact the athletic trainer or school nurse to report an injury. When a student is injured, give them and their parents a call to express your concern and to see how they are doing. Do not discuss fault or insurance. If that comes up, advise them to call the nurse's office.

If a student is out of practice, scrimmage or contest, for one day due to an injury sustained in your activity, a student incident report must be filled out. See the Athletic Trainer to be sure this is completed.

#### ***5.6 ONLINE RATINGS***

Ratings must be filled out on the Section XI website no later than 24 hours after the contest.

#### ***5.7 PRACTICE SCHEDULE***

Please fill in your practice schedule on the calendar provided and return to the athletic office during the first week of the season. On school days practice may not begin prior to 2:30 p.m. at the high school and prior to 3:00 p.m. at the middle school. Vacation practices should be coordinated through the athletic office.

Copies of your practice schedule should also be given to the athletes and their parents, along with your game schedule at the beginning of the season. If necessary, the athletic office will make these copies for you.

#### ***5.8 SCHEDULE FOR CORRECTION***

The schedule you receive at the pre-season, if not earlier, should be carefully checked for any possible corrections. This is your official schedule so check it closely. All buses, officials, crowd control supervisors, etc., will be scheduled based upon it.

#### ***5.9 SCHEDULE CHANGES***

All changes will be sent to coaches on the "Schedule Change/Add" form. If you want to make a change, first check with the athletic office, and then confirm the change with the opposing coach. The athletic office will then contact Section XI and the opposing school's athletic director. Changes are not considered confirmed until you receive written notification.

## ***5.10 SPORTS STANDARDS***

These NYSPHSAA and Section XI standards must be carefully followed for all sports and should be consulted when scheduling early season scrimmages and games, as well as non-league contests, make-ups, etc.

## ***6.0 SAFETY OF ATHLETES***

### ***6.1 MEDICAL KITS/AED's***

Coaches of each sport must pick-up the first aid kit prior to the first day of tryouts from the Athletic Trainer's office. The kit will be well-stocked. As supplies diminish, the coach must secure replacements from the trainer's office. Middle school coaches should call the athletic office to arrange for restocking of kits. Kits are to be kept with the team during all practices, scrimmages, and games. They are to be immediately and easily accessible. These kits are usually picked up at the preseason meeting of coaches. If you do not have a kit prior to practice you must call the athletic office to arrange for medial kit pick-up.

If you are competing or participating at a home off-site location please contact the Athletic Trainer to receive an AED. This AED must be with you when at the off-site locations.

Immediately following the conclusion of your season, the coach much return the medical kit to the Athletic Trainer. The kit will be cleaned, restocked and reissued to another coach for the next season.

### ***6.2 PROCEDURE IN CASE OF INJURY***

- a. When it appears that an injury is serious, every appropriate precaution will be taken to see that the injured person is not moved until there is assurance that it is completely safe to do so. When conditions warrant that an injured person be moved, then, and only then, will that person be moved.
- b. If the injury is of a minor nature, appropriate first aid may be administered. Athleticcoaches will keep a properly equipped first aid kit handy at all times.

First aid is a temporary measure, not a treatment.

- c. In the case of an apparent head, neck, spine, or other serious injury, the injured person will be placed at rest and given immediate attention by the nurse, trainer, or a physician. In the event that none of those individuals is available, summon:

\*High School Location: Call **911** (Suffolk County Police & Huntington Community Ambulance will respond)

\*Middle School Location: Call **911** (Suffolk County Police & Greenlawn Fire Department will respond)

\*Washington Primary Location: Call **911** (Suffolk County Police & Huntington Community Ambulance will respond)

\*Breezy Park Location: Call **911** (Suffolk County Police & Huntington Community Ambulance will respond)

- d. If the injury is of a serious nature, the parent or guardian, and the District Director must be notified immediately.
- e. The coach, teacher, or responsible adult will remain with a seriously injured person until relieved by the nurse, doctor, parent, police, or ambulance.
- f. The person in charge of the activity or the school nurse, will make every effort to contact the parent or guardian. This effort will continue until the parent or guardian is properly informed, even though the injured person may be under the care of a physician or may have been sent to the hospital.
- g. Under no circumstances may a teacher or coach diagnose, treat or recommend treatment beyond appropriate first aid, nor may anyone recommend a physician to a student or to the student's parent or guardian. However, a coach has full authority to refer an injured student-athlete to a school physician or to a hospital for emergency care.
- h. Coaches should inquire about the welfare and condition of an injured athlete. A phone call to the injured student's home no later than that evening is advisable and encouraged. Do not discuss fault or insurance. Refer questions to the District Director.
- i. In the event a player is taken by ambulance and there is no parent/guardian present the assistant coach will accompany the player in the ambulance. If there is no assistant coach another Huntington School District employee may go with the student. All coaches must remain with the team.

### **6.3 PRACTICE**

Never leave the practice area unsupervised. If you are not there, you will be liable. You must be at least immediately accessible to all aspects of practice or activity. Coaches can be sued for failure to teach fundamentals in their particular sports and protective skills. Teach the athletes how to protect themselves. Teach them proper fundamentals. If an athlete is praised or encouraged for doing something improperly it will come back to haunt you. The more hazardous or the more contact, all the more closely the activity must be supervised. Captains must never supervise any drill. Supervise the locker room and have clear rules and regulations about conduct there, as well.

### **6.4 GAMES**

At the game site, and during actual play, be aware of your athletes on the bench and in the stands, as well as those in the game. If at all possible, keep athletes out of the stands. Do not allow athletes to speak with spectators at either home or away contests.

### **6.5 BUS TRIPS**

All athletes should remain seated on all bus trips. Students should not yell, reach out, or throw objects out of bus windows. Students should speak calmly with each other and refrain from throwing



objects inside the bus or acting in any manner that could distract the bus driver or other motorists. Coaches should know what is going on during each bus trip. Some coaches find it useful to sit in the back of the bus during bus trips.

## ***6.6 LOCKER ROOMS***

The locker room must be supervised at all times to insure student-athlete safety. It should be locked when not in use. Coaches must not delegate their responsibility of locking the locker room to a student. Inform your team members that it is their responsibility to get a lock and use it to secure their belongings in their assigned locker.

## ***6.7 REASONS FOR COACH LIABILITY***

- a. Failure to supervise an activity.
- b. Negligently entrusting a duty to an under-qualified or unqualified individual.
- c. Failing to teach proper skills.
- d. Failing to teach protective skills.
- e. Failing to provide and maintain a safe coaching and playing environment.
- f. Failing to inspect, repair and recondition equipment properly.
- g. Failing to teach athletes to inspect their own equipment.
- h. Failing to provide proper effective equipment.
- i. Failing to properly play an activity.
- j. Failing to create and set policies and procedures for an activity.
- k. Failing to follow and enforce such policies and procedures.
- l. Failing to match or equate athletes.
- m. Failing to properly administer first aid.
- n. Failure to warn of inherent dangers of the activity.
- o. Failing to assess an injury or incapacity in an athlete.
- p. Failing to keep adequate and accurate records.

## ***6.8 DUTIES OF A COACH***

- a. Provide safe environments.
- b. Properly plan an activity.

- c. Evaluate their athletes for injury.
- d. Match or equate athletes.
- e. Provide or maintain proper equipment.
- f. Warn of inherent risks of a sport.
- g. Supervise closely.
- h. Know and use emergency procedures and first aid.
- i. Keep accurate and adequate records.
- j. Know, document, post and implement school policies.

## ***6.9 WATER AVAILABILITY***

Water must be available to athletes at all times. This includes practices and games. Obtain a water key from the Athletic Office.

## ***6.10 MODIFIED HEAT ALERTS***

Section XI will issue heat alerts. You also have the ability to check Heat index information which is provided on [www.weather.gov](http://www.weather.gov) by following these directions: 1. Enter the zip code for your location; 2. Scroll down and click on "tabular forecast"; 3. Refer to the heat index for the time period of concern.

**MODIFIED HEAT ALERT:** When the heat index reaches 88 - practices, PE classes, recess, etc. forced and frequent water breaks every 10-15 minutes, loose clothing, frequent rest breaks in shaded area, for football and lacrosse, mandatory water breaks which all players must remove helmets. Those players not participating in contact activities during practice, games or scrimmages shall not wear helmets.

**NOTE:** During all contests, the rules are to be modified to permit additional time outs for rest and forced water breaks.

## ***6.11 FULL HEAT ALERTS***

Section XI will issue heat alerts. You also have the ability to check Heat index information which is provided on [www.weather.gov](http://www.weather.gov) by following these directions: 1. Enter the zip code for your location; 2. Scroll down and click on "tabular forecast"; 3. Refer to the heat index for the time period of concern.

**FULL HEAT ALERT:** When the heat index reaches 96 – NO PHYSICAL ACTIVITY IS PERMITTED.

**NOTE:** During all contests, the rules are to be modified to permit additional time outs for rest and forced water breaks.

## ***6.12 EMERGENCY CONTACT INFO***

Coaches should record the following information for each student on your team, including managers and statisticians: Athlete full name, address, home and cell phone. Parent/s full name, address, home, cell and work phone. Known medical conditions and allergies of athlete. This info should be kept together in your med kit or coaching folder.

## ***6.13 SANITARY CONDITIONS***

Athlete's foot and ringworm are the most common fungus infections which can be found in the locker room and mat areas. Constant sanitary care of facilities and equipment will lessen the possibility of extensive infection and must be considered a top priority. If locker rooms appear unsanitary, the District Director should be informed immediately. If the locker rooms and vicinity are unclean and/or messy, then this health and safety hazard reflects on the coach's inability to effectively carry out his/her task.

The use of drinking water directly out of common jugs or placing the stem of squeeze bottles in the mouth are totally unacceptable sanitary practices. Individual paper cups will be provided whenever practical.

## ***6.14 STUDENT-ATHLETE PROTECTIVE MEASURES***

- a. The coach will be responsible for properly conditioning the athletes for the sport in which they participate.
- b. Coaches should substitute without hesitation whenever a player evidences fatigue or disability.
- c. If a physician is at the game site (home or away), he/she will make the final decision in determining if an injured player should re-enter the contest. If no physician is available, the coach should be guided by the "when in doubt, keep him/her out" philosophy.
- d. All protective equipment must be inspected periodically, and care must be taken in outfitting the athlete properly. It is recommended that each student-athlete be taught a daily inspection routine for their personal protective equipment.
- e. Substandard or unsafe facility conditions inside and outside should be reported upon detection. If the conditions are not corrected immediately, the District Director should be informed for any necessary follow-up. (See Facility Maintenance.)

# ***7.0 THE ATHLETE***

## ***7.1 SQUAD SELECTION/MAXIMUM PARTICIPATION***

The coach is responsible for selecting members of the team. These athletes must have parental permission, be medically approved and have been in attendance during the tryout period which must consist of at least three days. (Longer in some sports.)

Since this is an important process to all involved, care must be taken to afford equal opportunity to all candidates. It is recommended that coaches take the necessary time to discuss the

candidates thoroughly. Whenever possible, every attempt should be made to include all interested students in the program. However, sometimes it is necessary to limit the number of athletes on a team and the coach must select those athletes who will make the greatest contribution.

After the squad is reduced to a manageable number, a list must be posted listing the athletes who made the squad, not the names of the students who were “cut”. Be prepared to tell the student-athlete why they were cut and the skills they need to improve on. Every effort should be made by coaches to counsel students who have been cut. A word or two may go a long way to remove the sting of this sometimes traumatic experience.

Coaches are urged to provide maximum participation for all team members in each practice session and, whenever possible, in competitive situations with other teams. The coach must attempt to recognize the sacrifice and effort of individual players by permitting them to obtain additional playing time in interscholastic contests.

It is important for athletes to be placed in competitive situations they can handle and that substitutes receive playing time when it counts, not only when a game is won or totally out of reach. At the lower levels, it is imperative that those students who make the team, attend and work hard in practice, be rewarded with reasonable playing time situations they can handle.

It is also important that when athletes make a team they be made to feel as important and productive members of that team. This can be accomplished by a perceptive coach well before the last two or three minutes of a lopsided contest.

## ***7.2 MIDDLE SCHOOL STUDENTS ON HIGH SCHOOL TEAMS***

Middle school athletes should practice and compete in the modified program except in extraordinary cases. Coaches at the middle school level who feel that a particular student would benefit by competing at a higher level should observe the following procedure:

- a. Discuss the situation first with your coaching counterparts in that sport.
- b. If there is agreement that a change would be beneficial for the student, then notify the District Director.

At no time is the suggestion to change levels to be made to the student or to the student's parents until after a decision has been reached.

If all are in agreement, the District Director (or the coach at the District Director's request) will contact the parents to notify and seek permission to administer the New York State Athletic Placement Process.

If the coaching staff is not in agreement, the District Director will determine if the process should continue.

## ***7.3 SAFE KEEPING OF EQUIPMENT AND PERSONAL BELONGINGS***

The loss of team equipment, personal belongings, or valuables in general, is avoidable. Each team member should feel responsible for each other's property. The team itself should take strong

steps to see that nothing is stolen. A loss is an unwarranted reflection upon each team member and the team as a whole.

Each coach must provide a place for the safekeeping of valuables and shall insist that the athletes use it. Coaches have the same responsibility to provide a safe place for the visiting team's valuables.

#### ***7.4 INELIGIBLE ATHLETES***

There are several instances which may lead to a student being identified as being ineligible to participate. These include, but are not limited to:

- a. Failure to attend extra help sessions in failing courses, where required.
- b. Failure to return issued equipment from previous sport teams.
- c. Falling below 80% attendance in school.
- d. Lack of a signed parent consent form.
- e. Lack of a health office approved physical or requalification.
- f. Failure to follow and abide by department student guidelines.

When it has been determined that a student is ineligible, you will be notified by the athletic office. At the time of notification, ineligible athletes may not attend or participate in practice, competitions or travel with the team. To determine how students can regain their eligibility, contact the athletic office.

#### ***7.5 MODIFIED PROGRAM***

The middle school program is designed for the student of middle school age, whose maturity and skill warrant competitive athletics of a modified nature with students possessing similar qualifications. The entire program will follow the recommendations of the NYSPHSAA for modified athletes.

Because rules, regulations and guidelines of the NYSPHSAA are too voluminous to list here, all middle school coaches must be certain to familiarize themselves with the contents of the NYSPHSAA Modified Handbook. Copies of this publication are available in the athletic office.

#### ***7.6 STUDENT-ATHLETE AWARDS***

Athletes are expected to display qualities of sportsmanship, citizenship, cooperation, respect, fellowship and loyalty. Each member of an athletic team must show a spirit of dedication to participation and to development and achievement.

Any athlete who does not meet these standards cannot be considered a contributing member of the Huntington interscholastic athletic program and should be dropped from the team.

At the conclusion of the season, all members of athletic teams who completed the season in good standing will be recommended by their coach for an appropriate award.

## ***7.7 ELIGIBILITY STANDARDS FOR PARTICIPATION***

To be eligible to tryout and/or participate on an interscholastic team, cheerleading or intramural activities, the student must:

- a. Have a physical stating their qualifications for that particular activity (excluding intramurals.)
- b. Be enrolled in four subjects including a full program of physical education, or
- c. Be enrolled in four subjects including a limited program of physical education with the limitations being sport specific to the activity. In this case, a limited activity form needs to be completed by the family physician.
- d. Be in attendance for six (which includes lunch period) or more classes for the particular day of participation.
- e. Meet any academic or conduct requirements in effect at the time as per Board of Education Policy 5300. (Current regulations can be obtained from the athletic office.)

Special cases must be approved by the District Director, and any questions regarding this policy should be directed to the athletic office.

This policy conforms to the NYSPHSAA Handbook and is designed to maintain the integrity of the physical education and athletic programs. Coaches must keep the best interest of the students and district in mind and insist that athletes be students first.

During the season each coach with ineligible players on their team will receive a memo from the athletic office. Reasons for ineligibility will be clearly listed.

## ***7.8 TREATMENT OF ATHLETES***

Coaches should take a genuine interest in each athlete. You should be available to discuss their problems, concerns, etc. Remember, they look to you for guidance. If someone on your team suffers an injury, give them and their parents a phone call to express your concern and interest. Clearly demonstrate that you look at each one of the athletes on your team as a human being.

## ***7.9 GUIDELINES FOR THE STUDENT-ATHLETE***

Please review the following guidelines with your prospective team members at your preseason meeting:

- a. Academic requirements: All students are expected to pass all subjects. Failure to maintain a passing average in classes can lead to required extra help sessions or ineligibility. Students who fail four or more classes will be ineligible for competition. Students who fail less than four subjects remain eligible provided they attend extra help sessions in the classes they failed. Impress upon your athletes that they are students first and foremost.
- b. Cutting classes: Students are expected to be in all scheduled classes. If an athlete is reported cutting, this information will be given to the District Director and the appropriate coach. Continual cutting could result in temporary or permanent suspension from the team.

- c. Citizenship: Students are expected to display good citizenship during the school day, on the athletic field, and in the community. Athletes representing the school district are expected to act accordingly. Behavior that is less than acceptable could lead to temporary or permanent suspension from the team.
- d. Athletic equipment: Athletes are responsible for the care and return of all athletic equipment that is issued to them. Any equipment that athletes do not return must be paid for by them. Failure to return or pay for equipment issued will result in the athlete not being permitted to participate on future teams. In addition, if an athlete is in possession of any athletic equipment that has not been issued to them, it will result in immediate suspension from the team they are on. These rules will be enforced to protect the community's investment in the athletic program.
- e. Athletic eligibility: To be eligible for an athletic contest or practice, an athlete must be in school for four consecutive periods on that school day. Also, to be eligible for interscholastic athletes, a student must be taking at least four classes, including physical education.
- f. Athletic uniforms: No athletic equipment is to be worn without the consent of the coach. Athletic uniforms are not to be worn during physical education class.
- g. Drinking, tobacco, illegal drugs or any underage related substance: The consumption of alcohol, illegal drugs, smoking, and the use of chewing tobacco or any underage related substance are against team rules. Should an athlete violate this rule they will be placed in a position of being suspended from the team. Activities such as "alcohol parties" during the athletic season may also result in suspension and removal from a team. Such parties should be strongly discouraged at all times, in and out of season. Athletes have made a commitment to their team not only during and after school, but also in the evenings and on weekends.
- h. Hazing: Hazing is a form of harassment whether it is physical or verbal. This behavior should not be condoned by a victim, coach, staff, school administrator, fellow student, and especially a team member. Any student found to have committed an act of harassment against any student in the District, including team members, will be faced with disciplinary action which may include suspension from their athletic team and suspension from school. Team members are fully expected to notify a coach and other school officials if any such behavior is observed.
- i. Special Notice on Social Networking Web Sites: As a representative of the Department of Athletics and the Huntington Union Free School District, you are always in the public eye. Please keep the following in mind as you participate on social networking web sites: Understand that anything posted online is available to anyone in the world. Any text or photo placed online is out of your control the moment it is placed online—even if you limit access to your site. You should not post any information, photos, or other items online that could embarrass you, your family, your team, the Department of Athletics, or the Huntington Union Free School District. This includes information, photos and items that may be posted by others on your site. Behavioral expectations in the online world are the same as in the real world. Student-athletes could face discipline or sanctions for conduct committed or evident online that violates this code in the Student Code of Conduct.

These rules and regulations will be enforced. They have been devised to help maintain the integrity of the athletic program here in Huntington and to help each and every student-athlete have a safe, successful and enjoyable athletic experience.

## ***7.10 STUDENT INSURANCE***

The Huntington School District purchases student accident insurance covering all students. The plan covers all students while engaging in school sponsored activity which is under the sole jurisdiction of the Board of Education and in accordance with the regulations of the Commissioner of Education as well as the Rules and Game Standards of the NYSPHSAA.

This is non-duplicating insurance in that no benefits will be paid to the extent that benefits payable therefore under any other policy or pre-payment plan. This means the family insurance, if available, including Blue Cross, Blue Shield, Major Medical, etc., must be used first and only the excess claimed under this plan. Benefits will be paid based on established “reasonable and customary” costs.

Information relative to coverage can be obtained from the Assistant Superintendent for Finance and Management Services at (631) 673-2111.

The importance of reporting an injury to coaches immediately, and the nurse or trainer, must be impressed upon student-athletes.

## ***7.11 EQUIPMENT***

- a. School athletic equipment will not be used for any activity outside of school without the expressed permission of the District Director.
- b. School athletic uniforms will not be worn as regular street clothes, nor will uniforms be acceptable attire for physical education classes. However, a coach may permit his athletes to wear uniform shirts in school on designated days for the purpose of recognition and publicity.
- c. Athletes who have not satisfied their responsibilities for missing items either through return or payment will not be allowed to participate in the following sport season.
- d. School equipment should never be given to athletes to keep permanently. When equipment is worn or broken the District Director will certify and be responsible for all equipment disposal.
- e. It is the responsibility of the coach to see that the athlete returns all equipment issued. It is better to have the missing item returned than to receive the money necessary to replace the article(s).
- f. The District Director must be informed of any athlete who fails to return equipment and the items not returned. The athletic office, not the coach, will collect payment.

## ***7.12 ATHLETIC PLACEMENT PROCESS***

The Huntington School District has requested and received approval from the NYSPHSAA to participate in the Athletic Placement Process which has been developed around the concept that “It is not at what age you participate but rather with whom and under what conditions.”

The basic intent of the program is to provide opportunities for pupils to participate at an appropriate level of competition. This is determined by meeting the criteria established by the



NYSPHSAA which includes a special physical examination, approval of the school physician, successful completion of a physical fitness test, and satisfactory demonstration of readiness in terms of skill and maturity.

In order for a coach to initiate the Athletic Placement Process, prior approval must be granted by the District Director. This can only be done after a discussion takes place regarding the process and the validity of classifying an individual student.

### ***7.13 PARENTAL CONSENT***

Each athlete will submit to his/her coach a properly completed parental consent form prior to the first practice. Each coach will record such consent and submit all completed forms to the District Director. Forward even the forms of student-athletes who were cut or quit during the tryout period.

### ***7.14 PLAYER'S DRESS***

Coaches should encourage all team members to dress in a neat, appropriate fashion for all athletic events. If Huntington is visiting an opposing school and arriving in street clothes, the athletes should be dressed in a respectable manner.

### ***7.15 EARLY DISMISSAL OF ATHLETES***

- a. As soon as you know your team has a contest which will require the early dismissal of your athletes from school, you must contact the District Director.
- b. The head coach must submit to the athletic office a list of team members and their school ID numbers who require early dismissal. The District Director will arrange for their dismissal.
- c. Early dismissal will only be granted for post-season contest or extraordinary circumstances. Every attempt will be made to schedule events which do not require such dismissal.

### ***7.16 REQUALIFICATION***

Athletes must be medically re-qualified by the nurse each season following their initial physical examination. Once they are re-qualified they will be given a form indicating such and present it to their coach.

Athletes who sustain an injury and are removed from athletics or physical education participation by a doctor will not be permitted to resume participation until a doctor clears them for resumption. This clearance must be coordinated through the nurse's office. Coaches must never allow non-cleared or non-requalified athletes to resume participation.

## ***8.0 FINANCIAL POLICIES***

### ***8.1 BUDGET***

Each varsity coach is responsible for his/her individual program budget requests. It is imperative that varsity coaches contact their junior varsity and middle school counterparts to

determine their specific budget needs. The varsity coach will submit budget requests to the District Director during the Fall season for the following school year. The budget requests will be discussed for final determination.

## **8.2 TEAM ACCOUNTS**

Teams that raise money or receive donations should arrange for a team account with the District Director. Once the account is formalized, a coach will forward to the District Director any monies intended for deposit into the team account. No team or coach is authorized to raise money and deposit such into accounts at outside institutions.

## **8.3 FUNDRAISING**

Coaches and/or teams should not engage in any fundraising activities without the specific approval of the District Director. Furthermore, coaches should not solicit donations from anyone without the approval of the District Director.

The following policies and procedures apply to athletic department fundraising:

- a. Any gift of money, equipment and/or supplies, must be approved by the District Director before being accepted and/or used in the athletic program.
- b. Money donations of any amount may be deposited in the appropriate team's extra-curricular account.
- c. Any gift of equipment and/or supplies whose value is \$100.00 or greater, must be approved and accepted by the Board of Education before being used in the athletic program.
- d. Gifts of any value dealing with the health and safety of students must be approved and accepted by the Board of Education before being used in the athletic program.
- e. All accepted gifts and/or donations become the property of the district and will be used at the district's discretion.

## **9.0 SECTION XI POLICIES**

### **9.1 NEXT AVAILABLE DATE**

In all sports, a postponed VARSITY contest must be played on the next available date. The next available date is defined as the next available day on which a contest has not previously been scheduled by either team. See the Section XI handbook for individual sport rules on *Next Available Date*.

## **9.2 SECTION XI MISCONDUCT POLICY**

### **I. COACHES, PLAYERS, OFFICIALS, SCHOOL PERSONNEL, AND MEMBER SCHOOLS MISCONDUCT POLICY**

A. The display of physical or verbal abuse or improper behavior is to be considered misconduct.

#### **B. Misconduct**

Misconduct occurring before, during, or after a contest is to be reported by the assigned official(s) or a school administrator to the Executive Director of Section XI.

### **II. Reporting Procedures**

A. Procedures for officials to report a player, coach, school personnel or member school for misconduct.

When a player, coach, school personnel or member school displays misconduct, the official will report such by phone to the Section XI Office on the following weekday; a written report is then to be forwarded to the Section XI Office by the official; the Section XI Office is to copy the Athletic Director of the offending school with the written report.

B. Procedure for coaches and school administrators to report a player, coach, official, school personnel or a member school for misconduct:

1. Any incident of misconduct is to be reported to the Section XI office by the Athletic Director of the reporting school following his/her independent finding of misconduct.
2. A written report signed by the Athletic Director is to be forwarded to the Section XI Office detailing the incident of misconduct.

#### **C. Penalties**

##### **1. Member Schools, Players, Officials, Coaches or School Personnel**

Member schools, school personnel, players, officials, or coaches displaying misconduct may be subject to penalties deemed appropriate by Section XI. These penalties may include: a one or two game suspension (which may be meted-out by the Section XI Office), censure, reprimand or other appropriate sanctions and penalties imposed for serious or continued actions of misconduct. Section XI will employ the procedure set forth within III (infra) to assist in determining a penalty when that penalty may exceed a two-game suspension (which may be meted-out by the Section XI Office).

##### **2. Players and Coaches**

Players and coaches who engage in misconduct shall be subject to the following penalties:

- a. Removal from the contest - Game officials and coaches will enforce all rules as they pertain to player conduct.

An official's judgment finding misconduct will necessitate the suspension of a player or coach from a contest or removal of school personnel from the site should the misconduct occur prior to a contest; the ejection of a player or coach from the contest should the misconduct occur during the contest; or

the suspension of the coach or player from the next subsequent contest should the misconduct occur following the contest.

A coach suspended from a contest or school personnel removed from the site is not to be present or remain present at the game site during the subject contest from which he or she has been ejected or he or she has been removed.

Disqualification of a coach or a player is to carry over from one season to the next.

(1) It is the responsibility of the coach to ascertain from the official that the incident leading to the suspension or ejection is considered misconduct and, if so, it is the coach's responsibility to suspend the player from the team's next contest.

(2) Failure of the official to report to the Section XI Office or failure of the Section XI Office to forward the report to the Athletic Director, or failure of the Athletic Director to notify the coach **does not relieve a coach of the responsibility** to suspend the player.

b. Removal From a Subsequent Contest - A player or coach suspended from a contest due to misconduct exhibited prior to a contest, or ejected from a contest for misconduct occurring during the contest, or a player or coach guilty of misconduct following a contest is not to participate in his/her team's next regularly scheduled contest (including post season contests). If a suspended player or coach participates in a contest, he/she is deemed ineligible and that contest is considered forfeited.

In the event of a suspension of a player at the final contest of the season, the suspended player will serve the suspension at the next scheduled contest determined by the schedule in place at the start of that season in which the player participates. (Approved 3/30/2004)

c. Further Suspension

(1) Ejection of a player or coach (including the suspension of a player or coach for misconduct exhibited prior to or following a contest) from a second contest in a season by officials will result in suspension from two additional contests.

(2) Continued infractions causing ejection or suspension of the same player or coach from additional contests shall prompt a communication by the Executive Director to the Superintendent and Athletic Director of the school involved. It is the responsibility of the Athletic Director to respond to this communication and indicate the action taken by the member school.

(3) If a satisfactory response is not received by the Executive Director, the matter will be referred to the Executive Board of Section XI.

D. All determinations by officials in the ejection or suspension of athletes/coaches are to be deemed conclusive.

### **9.3 OFFICIALS**

All game officials will be assigned by Section XI. All officials who supervise games from the middle school to the varsity level are certified officials. However, like athletes, some are better than others. Regardless of their ability, it is the coach's responsibility to treat them with respect and to demand similar respect from the athletes. This not to suggest that an official's decision is always

above question, but when coaches must confer with officials, the interchange must be under control and within acceptable professional bounds.

**Official Ratings:**

- a. Officials must be rated at each and every game.
- b. Each coach will be responsible for rating officials online according to established procedures. The District Director will review the rating and submit it to Section XI.
- c. Coaches are the only supervisors of officials in the county and an objective rating is the only means of upgrading the officiating function.
- d. Online ratings should be filled out immediately following a game.
- e. Any rating which indicates an official did a poor job or needs improvement in a particular area must be accompanied by specific, clearly illustrated reasons for such a rating.
- f. The top rating of 5 should be earned and not given automatically.

#### ***9.4 SPORTSMANSHIP RATINGS***

In all sports, players and coaches will rate their opponents' sportsmanship online for every contest on a scale of 1 through 5 (5 being excellent). Season averages will determine winners in each league, conference or division. The official rating includes a sportsmanship rating section that must be completed. All league and non-league contests must include this sportsmanship rating. All levels of all sports will be expected to submit these ratings which will be processed by the Section XI office and reported back to the individual schools.

#### ***9.5 HOLY DAY POLICY***

No contest or interschool scrimmage may be scheduled in Section XI by a member school on the following dates:

Rosh Hashanah  
Yom Kippur  
Christmas Eve  
Christmas  
First day of Passover  
Good Friday  
Easter Sunday

Jewish holy days begin at sundown on the preceding day. Therefore, all student athletes must be able to be home by 6:00 p.m. on these days.

#### ***9.6 PROTESTS***

Protests involving Huntington varsity teams will be absolutely few and far between. Protests will only be filed in rare situations. This is a costly and time-consuming procedure. There is no procedure established for protests below the varsity level. The officials must be notified immediately

of your intent to protest a ruling. A coach must call a time out as soon as they feel that a rule was not applied accurately and notify the official and opponent coach. This protest must be recorded in the scorebook. Protests must be done immediately and done before the next play or whistle. Please call the athletic office no later than the next morning to inform the District Director of your actions. The District Director will decide if a formal protest will be filed.

## ***10.0 FINLEY COACHING REMINDERS***

### ***10.1 PRESEASON TEAM MEETINGS***

Preseason team meetings are strongly recommended. Coaches must supervise the students who attend such meetings until pickups are made. Students must never be left unsupervised at the conclusion of any activity. Give students plenty of notice so they can arrange for a ride home at a specific time.

### ***10.2 FINLEY CODE OF DISCIPLINE RULE #6***

Athletes on teams at Finley Middle School cannot patronize local stores during the school day, or from 2:55 – 3:35 p.m. or during any time when they remain after the normal school day for extra help, clubs, dances, etc., and before and/or during athletic events which occur on school days. This is a safety measure.

### ***10.3 PRACTICE STARTING TIME***

All practices at Finley are to begin at 3:00 p.m. This consistent starting time will decrease the time spent in the locker room and increase supervision in this area, as well. Student-athletes who arrive late will need to gain access to the locker room through their coach, not security or custodial staff. Students are never to be given keys to access the locker room or any other area. Winter team coaches will work out a different schedule with the District Director to accommodate teams which share the gym and have staggered starting times.

### ***10.4 LENGTH OF PRACTICE***

An instructional practice should be two hours in length. This two hours is exclusive of the time it takes student-athletes to change clothes before and after practice.

### ***10.5 STUDENT ATHLETE SUPERVISION***

Coaches are responsible for the supervision of team members from the time the first student arrives to prepare for practice until the time the last student leaves school grounds. It is suggested you begin practice promptly at 3:00 p.m. and end promptly at 5:00 p.m. Provide your athletes with a set amount of time in the locker room. Insist your students have their car rides arrive at the school at a set time, as well.

## ***10.6 LOCKER ROOM SECURITY***

Before leaving for the field or gym each day, walk through the locker room to make sure students have secured their belongings in their assigned locker. Most athletes are assigned a large locker so there is no reason for belongings being left all over the floor and unlocked. Do not tolerate any fooling around in the locker room at any time.

## ***11.0 GENERAL ATHLETIC POLICIES***

### ***11.1 OVERNIGHT FIELD TRIPS***

There are times when an overnight field trip is required for team travel and competition out of the area. When scheduling for the following season, coaches should be aware of the overnight field trip approval procedure.

All proposed overnight field trips must be submitted to the Athletic Director at least two months prior to the event, if not earlier. Overnight field trips must be approved by the superintendent and the Board of Education. Initially you will be asked to complete a form listing the date(s) of the trip, modes of travel, hotel arrangements, fees, supervisors, etc.

### ***11.2 TRANSPORTATION AND COMMUNICATION***

The transportation arrangements for all scheduled activities, scrimmages and postponements will be made by the District Director. Please provide the athletic office with sufficient advance notice when needing to schedule a bus.

Each coach must know the exact location and time of the contest and the best route of travel. The athletic office can be contacted for specific directions to each school.

A coach must travel on the bus with the team to and from the athletic event. Spectators may not travel on the team bus. Extenuating circumstances may occur regarding student and coach travel. Any changes in the travel procedure must have the approval of the District Director.

Athletes should take the bus back to Huntington from all away events. Students may be released to their parents and/or guardians in emergency situations. No student is ever permitted to leave an away contest with the parents, or other family members of a teammate. Students who want to leave with the parents or family of another team member must present a transportation release form one day in advance of the contest to the athletic director's office. Athletes should be encouraged to travel together as a team.

#### **Away Contest:**

On days you have an away contest, you are required to call or stop in the athletic office before 12 noon to verify your bus is scheduled. All weekend meets and meets held over vacation periods will have to be verified the last school day prior to the weekend or vacation.

#### **Home Contest:**

On days you have a home contest, you are required to call or stop in the athletic office before 12 noon to verify that officials have been scheduled for your contest.

Shuttle Bus:

Express buses for interschool travel must be scheduled on a weekly basis the first school day of each week. If there is a cancellation it must be done immediately.

### ***11.3 SERIOUS SITUATIONS***

If someone is taken away in an ambulance, or there is a fight or other serious problem you believe the District Director needs to know about please call her/him on cell or in the office immediately. It pays to communicate this information and the coach's side of the story before the District Director gets a call from a parent, administrator or school board member.

**\*Each coach must familiarize themselves with the Emergency Action Plan (EAP).**

### ***11.4 INCLEMENT WEATHER***

During inclement or questionable weather days you must call the athletic office to see if the inclement weather practice schedule will be used, and to indicate your practice plans for that day. This is necessary because of the enormous number of phone calls received on these days. Check your email on questionable days for a modified or full heat alert.

### ***11.5 PRACTICE SCHEDULE***

Whenever there is a deviation from the practice schedule which was developed in the beginning of the season, inform the athletic office of the change as soon as possible.

### ***11.6 P.A. ANNOUNCEMENTS***

All P.A. announcements regarding cancellations, etc., will be made through the athletic office. This will be for both the high school and middle school levels. Coaches should call the athletic office to request such announcements.

### ***11.7 SUPERVISION AT GAME SITE***

It is the responsibility of the coach to maintain control and supervision of his/her players at all times. It is also important to provide them with a place where they will not be distracted when they are not playing.

Only participants and other authorized individuals (managers, injured players, etc.) are permitted to sit on the team bench. Parents, friends, etc., should be kept at a reasonable distance from the team bench.



## ***11.8 OFF-SEASON PROGRAMS***

Off-season programs involving athletes who are competing on school teams must comply with the following guidelines:

- a. Coaches of a particular sport may not run programs in that sport, or related activity, unless such programs are open to all interested students and a reasonable number of students other than athletes on the specific team regularly participate.
- b. Attendance in any off-season program cannot be mandated. No threat of making a team is to be stated or implied if an athlete chooses not to participate in off-season programs. However, it should be positively stated to all athletes that maximum performance demands genuine effort in the off-season and that those willing to make the effort and sacrifice will reap their own rewards.
- c. Athletes who have the ability and interest should be encouraged to participate on a sports team each season provided their participation does not interfere with academics, family responsibilities, etc. Seldom are there blue-chip athletes who should specialize. Multi-sport activity is an asset to the individual and the total athletic program.
- d. Prior approval of the District Director is required before any program is offered. Consideration or approval will not be given to off-season programs that will interfere or conflict with other athletic teams or other sport seasons.
- e. Students from other school districts are strictly prohibited from attending and participating in any of our off-season programs.

## ***11.9 PARENTS OF ATHLETES***

One of the most important means of good public relations is getting to know your player's parents. A pre-season "Meet the Coaches Night" is an excellent start, particularly if the coaches make a strong plea to their team members to encourage parents to attend. Coaches should make every effort to inform parents of developing problems. Often an early conference will lead to the resolution of an otherwise unpleasant, uncorrectable situation.

All coaches are reminded that the best public relations stems from parents who are satisfied that their children have been well-coached and treated properly. None of the preceding statements are to imply that parental pressure should influence a coach's thinking, but merely that coaches should not shy away from personal contact with the parents of athletes. Working together can have a great influence on the athlete's attitude and performance.

## ***11.10 BOOSTER CLUB***

The Booster Club is an organization of parents, alumni, and community members who serve to enhance the operation of the athletic program. They have been very effective raising needed funds, educating the public concerning school budget matters and promoting the athletic program. Activities of the Booster Club include; sponsoring senior athlete scholarships, participation in the Senior Athletic Awards Banquet, numerous fundraising events, donation of equipment to the athletic department, etc.

All coaches are strongly encouraged to support the Booster Club and participate in their activities. Coaches should also recommend membership in the Booster Club to the parents of their team members.

### ***11.11 PUBLIC RELATIONS***

One of the most difficult jobs of each coach is to publicize his/her squad so that the team and individuals receive the recognition they deserve. The most common vehicles to accomplish this end are as follows:

- a. Announcements over the school public address system highlighting outstanding individual performances, reporting game results, and informing students and staff of future games. Announcements should be brief and informative. If you do not teach in the building where you coach, the athletic office or your team captain(s) can help facilitate the placement of such announcements.
- b. Articles should be prepared for each issue of the school newspaper by the coach or his/her designee. Team pictures are taken during the season for the yearbook. Please contact the athletic office if you have any questions about yearbook pictures.
- c. All pre-season data should be available as soon as possible, e.g., returning letterpeople, previous records, athletes names, age, grade, etc.
- d. At the end of each sport season press releases are written by the athletic department and sent to the local papers summarizing each athletic team. An athletic newsletter is also prepared and sent to parents, staff, school board members and alumni. The information used to prepare these documents is obtained directly from the end of season wrap-up each coach is required to submit. If you want your program to receive an appropriate amount of publicity, please complete fully your wrap-up.

Coaches should be prepared for lengthy interviews and/or for comments regarding other teams, coaches and players. Many times quotes appear in the newspaper after a hectic game which make good copy but do little, if anything, to foster a sound interscholastic program. Be professional and discrete in your dealings with reporters.

Reporters are not permitted in the locker rooms. Coaches must not permit an athlete to be interviewed unless the coach is present. If ever in doubt, a "no comment" may serve best for all concerned.

### ***11.12 FACILITY MAINTENANCE***

If you come across something in the gym or field that is in need of repair, contact the athletic office so the appropriate work request is written. It is your responsibility to insure your team is participating in a safe environment free of hazards. Do not assume someone else will get it repaired, especially if it relates to safety. Experience dictates that repairs will not occur if a work request is not written and submitted and tracked. Call the athletic office and describe the repair necessary and whether it is an emergency.

### ***11.13 LOCKER ROOM/FACILITY SECURITY***

Your team locker room should be locked and secure when it is not under your direct supervision. This includes individual team locker rooms, as well as teams that utilize the physical education locker rooms. Do not delegate this responsibility to a student. Also, remind your athletes that it is their responsibility to lock and secure their belongings in their assigned locker with their own lock. If your team exits from the high school ramp door, please make sure both of those doors are

locked after all your athletes have exited.

In addition, at the conclusion of your activity, please be sure to lock the facility you were using. This includes all gyms, locker rooms, the weight room, the wrestling room, the field house, and all storage rooms or closets. This will keep persons from entering and using our facilities unauthorized.

No students are ever to be given keys or left unsupervised. It is suggested you insist that athletes arrive on time if they want to practice or play. Students who go to any extra help or clubs after school should try to get dressed before attending these after school activities. This will eliminate the need to use the locker room unsupervised.

#### ***11.14 GENERAL LOCKER ROOM GUIDELINES***

- a. The coach will supervise the locker room while his/her athletes are preparing for a practice or contest.
- b. The coach will continue to supervise the locker room until all players leave for another area.
- c. The coach will lock the locker room. If another team is still preparing, tell the coach of that team you are leaving so that person is aware they must lock the door.
- d. Students arriving late will not be permitted to practice or play that day unless previous arrangements have been made with the coach or a coach is available to unlock the locker room and supervise the athlete.
- e. After practice or a contest, the coach will unlock the locker room and supervise his/her students as they prepare to go home. No students are ever to be left unsupervised.
- f. No keys are ever to be given to any student (even managers).
- g. Custodians are not permitted to unlock the locker room and supervise athletes.

Please review these procedures with members of your team at your preseason meeting and during the season, as required.

#### ***11.15 HIGH SCHOOL CUSTODIAL HOURS***

Custodial hours are as follows:

Monday – Friday:	6:00 a.m. – 12:00 a.m. (only on school days)
Saturday:	7:30 a.m. – 3:30 p.m.
Sunday:	No hours

On custodial holidays, schools are closed. On these days, practice times must be prearranged the Monday before the holiday, including Saturdays. Contact the athletic office on Monday so that arrangements can be made.

### ***11.16 HIGH SCHOOL ALARM***

Certain coaches will be given a code to turn off the alarm in the gym area of the building. The alarm is set when custodians are not in the building and/or not expecting the use of the gym area. It is important that the athletic office knows of your practice plans and if you will be arriving back to the school after a contest while the alarm is on.

When the alarm is on please do not enter the building unless you have been given an access code to deactivate the alarm. Failure to do so will result in an automatic call to the alarm company and the summoning of the Suffolk County Police. Also, please remember to turn the alarm back on when exiting the building on days when you have either deactivated the alarm or when the custodial staff have left the premises while you are still in the building.

### ***11.17 HIGH SCHOOL VISITING TEAM PROCEDURES FOR INDOOR SPORTS***

- a. Teams will enter via the main gym lobby entrance accompanied by their coach.
- b. No player may engage in any warm-up activity without the direct supervision of someone on the coaching staff.
- c. Only authorized personnel, i.e., coaching staff, players, trainers, and managers will be permitted on the visiting team bench. No exceptions.
- d. Any trainers or managers must be identified.
- e. During halftime we will provide locker room facilities which will be assigned upon arrival.
- f. All spectators are expected to adhere to the Section XI Spectators Code of Conduct posted around the gym area.
- g. Starting team rosters will be announced in full prior to the start of each contest. Please provide your team roster prior to the start of the game. The National Anthem will also be played.
- h. Parking is available to all spectators.
- i. No smoking is permitted on school grounds.

### ***11.18 HIGH SCHOOL VISITING TEAM PROCEDURES FOR OUTDOOR SPORTS***

- a. Buses will be met by a supervisor at the main gate and directed to the field level entrance for players and cheerleaders to exit.
- b. Buses with spectators will be directed to designated parking areas.
- c. Only authorized personnel, i.e., coaching staff, players, trainers, and managers, will be permitted on the visiting team bench.
- d. All locker rooms must be supervised by a teacher or coach.
- e. During halftime, coaches will be assigned a locker room facility. Team personnel

and supervisors must leave and enter together.

- f. Sideline passes issued by Huntington High School will be honored. However, no one is permitted behind the goal area or on any part of the playing field.
- g. A concession stand is provided for varsity football games, and other selected contests.
- h. Anyone carrying alcoholic beverages will be prosecuted to the fullest extent of the law.
- i. There is no smoking anywhere on school grounds.
- j. Parking is available to all spectators.

***Please sign below indicating you have read and reviewed all information provided in the coaches' handbook and return to the Director of Athletics.***

***Please keep this handbook with your coaching documents at all times.***

**I have read and reviewed the information included in the coaches' handbook.**

**School Year**\_\_\_\_\_/\_\_\_\_

**Sport(s)** \_\_\_\_\_

**Name (Print)** \_\_\_\_\_

**Signature**\_\_\_\_\_

**Date** \_\_\_\_\_

## **PRE-SEASON COACHES MEETING**

### **1. WELCOME:**

- a. Introduction of new coaches – welcome back everyone
- b. Hand out Coaches Handbook and Athletic Emergency Plan

### **2. START-UP INFORMATION:**

To start the season:

- a. Sports Qualification Forms – white forms from nurse
- c. Blue/White Parent Consent Forms
- d. List of Students in my office by the end of the third day of tryouts  
APP 7/8<sup>TH</sup> GRADERS, on their third day of tryouts, let me know
- e. List of Students Names w/ emergency contact info by the end of day 1
- f. Practice Schedule
- h. Check Section XI for updated schedule and changes
- i. Sport Standards, use Section XI website for information
- j. Cutting, call me first
- k. Rosters – first and last name- turn in by the end of the first week of practice

### **3. SAFETY:**

- a. Contact the athletic trainer for coolers and medical kit
- b. Injury protocol: you must inform the athletic trainer of every injury and tell your athletes that they must tell you first if they were injured.
- c. AED's are located: in the gym lobby, on the trainer's cart and in the field house
- d. Emergency call list (to athletic office by end of first week)
- e. You must notify the athletic office and the trainer about:
  - change in practice schedule
  - injury
  - if you need additional medical supplies
  - anything that seems out of the ordinary
  - follow up phone calls to parents regarding injury or concerns
- f. Facility maintenance and set up
- g. Emergency Athletic Plan Review

#### 4. SUPERVISION:

- a. Practice – do not leave the area unsupervised
- b. Games – be aware of your students during the game, in stands, etc.
- c. Bus – know what is going on during the bus trip
- d. Locker room – someone must be supervising the locker room
- e. Off-site and home locations, you CANNOT leave until everyone is picked up

#### 5. COMMUNICATION:

- a. Call me immediately if...injury, parent issue, opponent issue, etc.
- b. Please do the following in order to streamline calls, etc.:
  - From 7 a.m. – 3 p.m. call office phone. After - my cell. If you need something regarding equipment, facilities, etc., put it in e-mail form, do not text.
  - Verification Process – call offices to check on buses and other changes
- c. Check buses for your MS players for practices and game days
- d. Online Rating
- e. Inclement Weather
- f. PA announcements
- g. Receiving Mail
- h. Transportation to and from contests
- i. Go through guidelines for student athletes – so you are aware of the codes
- j. Wrap-up procedure (7 days after last contest to have time sheets in)
- k. Support
- l. Budget – ordering, purchase of soft goods, etc. (inventory)
- m. Equipment – if it is not in cage, it has not come in. All cages should be cleaned out, put garbage in bags or boxes and leave out in the hallway
- n. Do not wait for the last minute for something to be done, changed, etc.
- o. Please confirm with Rosemary on any scheduling information, tournaments, etc.
- p. If you receive a memo regarding detentions, please follow through
- q. DO NOT ORDER ANYTHING on your own and expect to be reimbursed. If you need something, tell me
- r. DO NOT FUNDRAISE WITHOUT SPEAKING WITH ME FIRST
- s. ALL BOOSTER CLUB GRANT APPLICATIONS MUST GO THROUGH MY OFFICE.

6. **MISCELLANEOUS:**

- a. Scholar-athlete awards
- b. Dinners – notify the athletic office, parents and students
- c. Please hand out letters and plaques at end of season
- d. College recommendations
- e. Discretion and our department: DO NOT give out my cell or a colleague's cell phone numbers to anyone
- f. General atmosphere within school and community, be mindful of what you say to students, reporters, etc.



**HUNTINGTON UNION FREE SCHOOL DISTRICT**  
**Department of Health, Physical Education and Athletics**  
**PO Box 1500, Huntington, New York 11743**

James M. Hoops, District Director  
[jhoops@hufsd.edu](mailto:jhoops@hufsd.edu) or (631) 673-2018

**ATHLETIC PLACEMENT PROCESS**  
**Information Sheet**

Dear Parent/Guardian:

There is a New York State Education Department (NYSED) program that permits physically and emotionally appropriate students to try out for an athletic team that is outside of their grade placement. It is called the Athletic Placement Process (APP).

Your child, \_\_\_\_\_ may be eligible to participate in the sport of \_\_\_\_\_ outside of her normal grade level. In order to establish the appropriate eligibility, we must have your permission to begin the APP.

This evaluation is a comprehensive evaluation of your child's emotional and physical maturity (including height and weight); as well as athletic abilities, physical fitness and sport-specific athletic skill in relationship to other student athletes at that level.

Physical maturity is determined by the district medical director based upon a review of a physical exam report using the Tanner Scale. The district accepts Tanner ratings from private medical providers. The district accepts a history of menarche for girls in place of a physical examination. Upon approval of the district medical director, the student may proceed to the physical fitness and skill assessments. Students must pass all levels in order to meet the requirements of the APP.

If your child successfully meets the requirements of the APP, they will be allowed to try out for competitive high school athletics during seventh and/or eighth grade(s). Under normal circumstances, a student is eligible for senior high school athletic competition in a sport for only four consecutive seasons, beginning with the student's entry into the ninth grade. However, by meeting the Athletic Placement Process requirements established by NYSED, your child's eligibility can be extended to permit:

- A) participation during five consecutive seasons in the approved sport after entry into the eighth grade; or
- B) participation during six consecutive seasons in the approved sport after entry into the seventh grade.

It is important for you and your child to understand that, once the requirements are met and if he/she is accepted as a member of the team, they cannot return to a lower-level team (modified) in that sport in that season. Remember, at the higher level of play your child will be exposed to the social atmosphere that is common among older students in a high school environment. Therefore, it is important to take into account your child's ability to handle the additional demands.

Please feel free to contact me regarding this program or to discuss any aspect of your child's athletic placement. If you agree to allow your child's participation in this program, please sign and return the parental permission form to my office via e-mail.

Sincerely,

*James M. Hoops*

James M. Hoops  
District Director of Health, Physical Education & Athletics

**HUNTINGTON UNION FREE SCHOOL DISTRICT**  
**Department of Health, Physical Education and Athletics**  
**PO Box 1500, Huntington, New York 11743**

James M. Hoops, District Director  
[jhoops@hufsd.edu](mailto:jhoops@hufsd.edu) or (631) 673-2018

**ATHLETIC PLACEMENT PROCESS**

**PARENT/GUARDIAN PERMISSION**

**PARENT/GUARDIAN STATEMENT**

I have read the attached letter and I understand the purpose and eligibility implications of the Athletic Placement Process.

My child, \_\_\_\_\_ has my permission to undergo the evaluation process and to participate in this program. I understand that the determination of physical maturity is based upon a physical exam report completed by a licensed health professional and submitted by me to the school nurse and reviewed by the district medical director. Upon approval of the district medical director, they may proceed to the physical fitness and skill assessments. I understand that passing the evaluation process does not guarantee my child a position on a team, but only permits them to try out.

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Parents/Guardian Signature

---

Date

# Huntington Union Free School District

*Department of Health, Physical Education & Athletics*

***James M. Hoops, Director***

Phone: 631.67.2017

Fax: 631.425.4725

E-Mail: [jhoops@hufsd.edu](mailto:jhoops@hufsd.edu)

Dear Parent/Guardian:

Your son/daughter is a candidate for one of the interscholastic athletic teams sponsored by the Huntington Union Free School District. Participation in all interscholastic activities is voluntary and, therefore, we would like to have your approval. In addition to your permission, and prior to participation, it is necessary for your son/daughter to have a physical examination. The District schedules physicals at no charge, prior to the fall season with the school doctor. If you choose, your own physician can complete this requirement by completing a "Health Examination Form." This form is available through my office and the school nurse's office. Only physicals done within the year can be used for the following school year. The school nurse must approve all physicals prior to a student trying out for a sport. Students trying out for a second or third sport during the same school year must be requalified by the school nurse prior to trying out.

Included in this form are: Guidelines for Student-Athletes, Concussion Information, Athlete's Code of Conduct and Prohibited Behaviors for a Student-Athlete, Spectator Behavior, Procedures, and Signature Page. This information is yours to keep. Please take the time to read and review with your son/daughter. They will be required to abide by any guidelines and codes, so your assistance will be appreciated whenever possible.

**In order for your son/daughter to try out and/or participate on a team, the second to last page must be filled out completely and signed by a parent/guardian and student-athlete and submitted to head coach. Thank you for your cooperation.**

*James M. Hoops, District Director*

## **GUIDELINES FOR THE STUDENT-ATHLETE**

### **1. Medical Requirement:**

- a) To be eligible for participation, a student must have passed a physical examination for the activity he/she wishes to participate in. Physicals examination reports completed by private physicians must be submitted to the school nurse for approval. SPORTS PHYSICALS ARE VALID FOR ONE (1) YEAR FROM DATE OF EXAMINATION. The district reserves the right to require a physical examination by the school physician.
- b) All students must submit a health history form in order to be requalified by the school nurse prior to each season.
- c) Any student who sustains an injury during practice or game must report it immediately to their coach, athletic trainer and the school nurse.
- d) Any student whose safe participation is in question as a result of the health history interview, an injury, or prolonged absence (5 days) must obtain a medical release from a physician and bring it to the school nurse prior to continued participation in the sport.

### **2. Attendance Requirement:**

- a) To be eligible for interscholastic athletics, a student must be taking at least four subjects including physical education, and be in regular attendance 80 per cent of the school time.
- b) To be eligible for an athletic contest or practice, you must be in school a minimum of six (6) periods for that school day. If you must miss any part of the school day, a note from your parent/guardian is required. This note must be presented to the Athletic Director. Only legal excuses/absences are acceptable.
- c) Students are expected to be in all scheduled classes. Repeated cutting may result in temporary or permanent suspension from the team.
- d) Attendance at all practices and games is mandatory. It is the athlete's responsibility to notify the coach in the event it becomes absolutely necessary to miss a practice or game. This should be a rare occurrence and if you are unable to contact your coach, you must contact the Athletic Office at (631) 673-2018.
- e) If an athlete leaves the team prior to the completion of the season, post-season recognition, awards, and credit may be forfeited. The season consists of the regularly scheduled competitions as well as any playoff or post-season competitions the team or individual has qualified for.
- f) Athletes serving In-School Suspension (ISS) or Out-of-School Suspension (OSS) are not permitted to practice or participate in games/scrimmages.

### **3. Academic Requirement:**

All students are expected to pass all subjects. Passing physical education is a requirement for participation in interscholastic sports. Failure to maintain a passing average in all other subjects may result in being placed on probation from the activity, until improvement is displayed, as judged by the Athletic Director. Students on probation will be required to attend extra help to concentrate on the subject failed. Participation may or may not continue during the probation. Continued academic failure may result in being suspended from the activity.

### **4. Athletic Equipment:**

As an athlete, you are responsible for the care and the return of all athletic equipment that is issued to you. Any equipment that you do not return must be paid for. Failure to return or pay for equipment issued to you will result in your not being permitted to try out for the next sport season. In addition, if you have in your possession any athletic equipment that has not been issued to you, it could result in the immediate suspension from the team you are participating on. Such items should be turned into the Athletic Office immediately. These rules will be enforced to protect the community's investment in the athletic program.

### **5. Athletic Uniforms:**

No athletic equipment is to be worn without the consent of the coach. Athletic uniforms are **NOT** to be worn during physical education class. If the student-athlete fails to return or pay for uniforms at the end of a season, he/she may not be eligible to try out for the next sport season.

## **6. Personal Property:**

The school district is not responsible for personal property. It is recommended that all valuables be left at home. Students must provide their own lock to store items in team locker rooms.

## **7. Transportation:**

The district requires that a Transportation Release Form must be completed and signed by a parent/guardian and returned to the athletic office each time the release of a student-athlete is sought from the return transportation provided by the district. (TRF is available on the district's website or in the athletic office)

## **CONCUSSION INFORMATION**

As you know, physical injuries may occur as a result of participation in any sport. Concussions are mild traumatic brain injuries (MTBI) and are among the types of injuries that may occur during interscholastic sports activities. An MTBI is an injury caused by an impact or blow to the head or body. MTBI's can happen in any sport, but are most often associated with contact sports such as football, lacrosse, soccer, etc.

Symptoms of MTBI's include, but are not necessarily limited to:

- Amnesia (*e.g.* decreased or absent memory of events prior to or immediately after the injury, or difficulty retaining new information)
- Confusion or appearing dazed
- Headache or head pressure
- Loss of consciousness
- Balance difficulty or dizziness, or clumsy movements
- Double or blurry vision
- Sensitivity to light and/or sound
- Nausea, vomiting, and/or loss of appetite
- Irritability, sadness or other changes in personality
- Feeling sluggish, foggy, groggy, or lightheaded
- Concentration or focusing problems
- Slowed reaction times, drowsiness
- Fatigue and/or sleep issues (*e.g.* sleeping more or less than usual)

All coaches, physical education teachers, and certified athletic trainers are required to be trained to recognize the symptoms of a concussion and to seek proper medical treatment for such injuries.

The District's policies provide for the immediate removal from athletic activities of any student who has sustained, or is believed to have sustained a concussion. If there is any doubt as to whether the student has sustained a concussion, it shall be presumed that he or she has sustained a concussion until proven otherwise. A student is prohibited from resuming athletic activities until he or she has been symptom-free for not less than 24 hours, and has been evaluated by, and received a written and signed authorization from a licensed physician. In addition, in order to resume participation in interscholastic sports activities, the student must receive clearance from the District's Medical Director to participate in such activities. The District will follow any directives issued by the student's treating physician with regard to limitations and/or restrictions on activities for the student.

Detailed information on concussions can be found on the websites of the New York State Education Department. See <http://www.p12.nysed.gov/sss/schoolhealth/schoolhealthservices/ConcussionManageGuidelines.pdf>. Among other things, the Guidelines recommend a gradual return to physical activities following any concussion. We urge you to read the information posted on the SED and DOH websites prior to your child's participation in any athletic activities.

By signing this form, you are giving authorization for the Athletic Trainer to administer a validated neurocognitive computerized testing as a concussion assessment tool.

## **ATHLETE'S CODE OF CONDUCT**

### **1. Sportsmanship:**

It is important for athletes to remember that participation is a privilege that is not to be abused by unsportsmanlike conduct. The District athlete is to demonstrate self-control and respect for other students, teammates, other athletes, officials, and spectators at all times. District athletes are expected to treat opponents with respect before, during and after competitions. Congratulations, shaking hands and other acts of good sportsmanship are expected.

Students are expected to display good citizenship during the school day, on the athletic field, and in the community. You are representing the school district, so you are expected to act accordingly. **Behavior that is less than acceptable will lead to temporary or permanent suspension from the team.**

**SPORTSMANSHIP CODE: The athlete must understand and comply with the following code:**

1. Follow the proper ideals of sportsmanship, ethical conduct and fairplay.
2. Eliminate all possibilities which tend to destroy the best values of the game.
3. Stress values derived from playing a game fairly.
4. Show cordiality and courtesy to visiting teams and officials.
5. Establish positive relations with visiting teams and hosts.
6. Respect the integrity and judgment of game officials.
7. Follow the Section XI, NYSPHSAA and the High School rules of eligibility. Links: [www.sectionxi.org](http://www.sectionxi.org) and [www.nysphsaa.org](http://www.nysphsaa.org)
8. Encourage leadership, use of initiative and good judgment by teammates.
9. Recognize that the purpose of athletics is to promote the physical, moral, social and emotional well-being of the individual player.
10. Remember that an athletic contest is ONLY A GAME, not a matter of life or death, for any athlete, coach, school, spectator or community.

### **2. Student Code of Conduct:**

All student athletes must comply with the District's Code of Conduct in addition to the Athlete's Code of Conduct.

## **PROHIBITED BEHAVIORS FOR A DISTRICT STUDENT-ATHLETE**

### **1. Hazing/Harassment:**

Hazing, defined as any activity directed against another for the purpose of initiation into any school district sponsored activity, organization, club or team, is a form of harassment whether it is physical or verbal is prohibited and should not be condoned by a victim, coach, staff, school administration, fellow students and especially team members. Any student found to have committed an act of harassment against any student in the District, including team members, will be faced with disciplinary action which may include suspension from their athletic team and suspension from school. Team members are fully expected to notify a coach and other school officials if any such behavior is observed.

## **2. Substance Abuse:**

An athlete may not use or be in possession of alcohol, tobacco or illegal substances such as illicit drugs or steroids at any time. An athlete may not use prescription drugs that have been prescribed for another person. Any student found to use alcohol, tobacco, vaping devices or any illegal drug on or off school property at any time, including weekends, during the sport season will be suspended from participating in that sport. You have a commitment to your team not only during and after school, but also in the evening and on weekends. If a student-athlete discloses and informs a coach or other school official about his/her substance abuse problem, suspension may be waived if the athlete is willing to take active steps to remedy the problem.

## **3. Behaviors:**

Foul language and insulting remarks are not permissible. Students will not be permitted to fight or strike teammates and opponents unless in the context of a contact sport where such physical conduct is required or permitted. Athletes are expected to obey a coach's directions. Disobedience, unwarranted comments, and other insubordinate behavior may interfere with the coach's ability to conduct a practice and may distract from the time a coach should spend for the purpose of the team. Athletes are expected to communicate with coaches before or after practice to avoid distracting team practices and team goals. Athletes are expected to follow the rules and protocol of their sport and should not intentionally violate the rules of the sport that they are playing during practice or competition.

**Special Notice on Social Networking Web Sites:** As a representative of the Department of Athletics and the Huntington Union Free School District, you are always in the public eye. Please keep the following in mind as you participate on social networking web sites:

- Understand that anything posted online is available to anyone in the world. Any text or photo placed online is out of your control the moment it is placed online—even if you limit access to your site.
- You should not post any information, photos, or other items online that could embarrass you, your family, your team, the Department of Athletics, or the Huntington Union Free school District. This includes information, photos and items that may be posted by others on your site.
- Behavioral expectations in the online world are the same as in the real world. Student-athletes could face discipline or sanctions for conduct committed or evident online that violates this code in the Student Code of Conduct

## **SPECTATOR BEHAVIOR**

Spectators are an important aspect of the District's Athletic program and enhance the accomplishments of the individual athletes. Spectators are expected to conform to the accepted standards of sportsmanship and may never distract from the accomplishments of the District's athletes. Spectators are capable of creating a negative impression of the District's athletic program and embarrassing District athletes. The following rules of conduct must be followed by all spectators:

1. Respect officials, visiting coaches, visiting players, visiting cheerleaders and visiting spectators. Treat all visitors as guests to our community and extend all courtesies to our visitors.
2. Booing, whistling, stamping of feet, disrespectful remarks and obscene gestures must be avoided and will not be tolerated.
3. Bells, horns or other noise devices will not be allowed during contests.
4. All spectators must refrain from making derogatory comments toward any District player, coach or spectator.
5. Absolutely no comment of a personal nature may be made toward a player, coach or official.

These rules and regulations will be enforced. They have been devised to help maintain the integrity of the athletic program here in Huntington and to help each and every student athlete have a safe, successful and enjoyable athletic experience. Any questions regarding these guidelines or the Interscholastic Athletic Program, should be directed to:

James M. Hoops

District Director of Health, Physical Education and Interscholastic Athletics

Huntington High School, 188 Oakwood Road, Huntington, NY 11743

Phone 673-2018 & Fax 425-4725

## **PROCEDURES**

The athletic coach and Director of Athletics will be responsible for determining the nature of any offense of this code and assigning disciplinary action in connection with suspension or expulsion from the team.

A student subjected to a suspension from athletic participation, extracurricular activities or other privileges is not entitled to a full hearing pursuant to Education Law 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved.

Notwithstanding the above, these procedures shall not supersede the statutory powers of the Superintendent of Schools and Building Principal to suspend or otherwise discipline a student pursuant to the District's Code of Conduct.

### **PARENT/GUARDIAN CONSENT**

### **STUDENT-ATHLETE SIGNATURE**

STUDENT LAST NAME (Please print) \_\_\_\_\_

GRADE \_\_\_\_\_

STUDENT FIRST NAME (Please print) \_\_\_\_\_

SPORT \_\_\_\_\_

I have read and understand the conditions under which my son/daughter becomes a member of an athletic squad and give my consent to his/her participation. He/she has had no illnesses, physical conditions or injuries that would prevent his/her participation this season. By signing this permission form, I signify that I understand that there are risks inherent in permitting my son or daughter to participate in interscholastic athletics, including the risk of serious physical injuries, including but not limited to concussions. This consent to my child's participation is given with the knowledge that participation in interscholastic athletics can present inherent risks of injury that no amount of care, caution, instruction, expertise or supervision can eliminate. Mindful of these risks, I voluntarily give my permission for my son/daughter to participate in interscholastic athletics. I further agree to promptly inform the District in the event my child sustains a concussion outside of school so that appropriate safeguards can be taken with respect to his or her participation in interscholastic athletics.

I have read the above Code of Conduct for a District Student-Athlete and I am willing to adhere to all rules and expected behaviors. I am also aware that disciplinary actions will be instituted if I fail to adhere to the rules and expected behaviors.

PARENT/GUARDIAN SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

I have read and understand the conditions under which I must abide for my continued participation on an athletic squad.

STUDENT-ATHLETE SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_



**This form must be properly completed, signed and returned to the athletic office at least one day prior to the extracurricular activity in order to obtain the release of a child from the transportation provided back from the site by the District. A new form MUST be completed each time the release of a child is sought from the transportation provided by the District.**

Athletic Office Fax Number:  
**631-425-4725**

**REQUIRED NYS SCHOOL HEALTH EXAMINATION FORM**  
**TO BE COMPLETED BY PRIVATE HEALTHCARE PROVIDER OR SCHOOL MEDICAL DIRECTOR**  
**IF AN AREA IS NOT ASSESSED INDICATE NOT DONE**

**Note:** NYSED requires a physical exam for new entrants and students in Grades Pre-K or K, 1, 3, 5, 7, 9 & 11; annually for interscholastic sports; and working papers as needed; or as required by the Committee on Special Education (CSE) or Committee on Pre-School Special education (CPSE).

**STUDENT INFORMATION**

Name:	Affirmed Name (if applicable):	DOB:
Sex Assigned at Birth: <input type="checkbox"/> Female <input type="checkbox"/> Male	Gender Identity: <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Nonbinary <input type="checkbox"/> X	
School:	Grade:	Exam Date:

**HEALTH HISTORY**

If yes to any diagnoses below, check all that apply and provide additional information.

<input type="checkbox"/> <b>Allergies</b>	Type: <input type="checkbox"/> Medication/Treatment Order Attached <input type="checkbox"/> Anaphylaxis Care Plan Attached
<input type="checkbox"/> <b>Asthma</b>	<input type="checkbox"/> Intermittent <input type="checkbox"/> Persistent <input type="checkbox"/> Other: <input type="checkbox"/> Medication/Treatment Order Attached <input type="checkbox"/> Asthma Care Plan Attached
<input type="checkbox"/> <b>Seizures</b>	Type: _____ Date of last seizure: _____ <input type="checkbox"/> Medication/Treatment Order Attached <input type="checkbox"/> Seizure Care Plan Attached
<input type="checkbox"/> <b>Diabetes</b>	Type: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> Medication/Treatment Order Attached <input type="checkbox"/> Diabetes Medical Mgmt. Plan Attached

**Risk Factors for Diabetes or Pre-Diabetes:** Consider screening for T2DM if BMI% > 85% and has 2 or more risk factors: Family Hx T2DM, Ethnicity, Sx Insulin Resistance, Gestational Hx of Mother, and/or pre-diabetes.

**BMI** \_\_\_\_\_ kg/m<sup>2</sup>

**Percentile (Weight Status Category):** ☐ < 5<sup>th</sup> ☐ 5<sup>th</sup>-49<sup>th</sup> ☐ 50<sup>th</sup>-84<sup>th</sup> ☐ 85<sup>th</sup>-94<sup>th</sup> ☐ 95<sup>th</sup>-98<sup>th</sup> ☐ 99<sup>th</sup> and >

**Hyperlipidemia:** ☐ Yes ☐ Not Done

**Hypertension:** ☐ Yes ☐ Not Done

**PHYSICAL EXAMINATION/ASSESSMENT**

Height:	Weight:	BP:	Pulse:	Respirations:
<b>Laboratory Testing</b>	<b>Positive</b>	<b>Negative</b>	<b>Date</b>	<b>Lead Level</b> Required for PreK & K
TB- PRN	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Test Done <input type="checkbox"/> Lead Elevated $\geq$ 5 $\mu$ g/dL
Sickle Cell Screen-PRN	<input type="checkbox"/>	<input type="checkbox"/>		

☐ **System Review Within Normal Limits**

☐ **Abnormal Findings – List Other Pertinent Medical Concerns Below** (e.g., concussion, mental health, one functioning organ)

<input type="checkbox"/> HEENT	<input type="checkbox"/> Lymph nodes	<input type="checkbox"/> Abdomen	<input type="checkbox"/> Extremities	<input type="checkbox"/> Speech
<input type="checkbox"/> Dental	<input type="checkbox"/> Cardiovascular	<input type="checkbox"/> Back/Spine/Neck	<input type="checkbox"/> Skin	<input type="checkbox"/> Social Emotional
<input type="checkbox"/> Mental Health	<input type="checkbox"/> Lungs	<input type="checkbox"/> Genitourinary	<input type="checkbox"/> Neurological	<input type="checkbox"/> Musculoskeletal

<input type="checkbox"/> Assessment/Abnormalities Noted/Recommendations:	Diagnoses/Problems (list) <span style="float: right;">ICD-10 Code*</span>
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☐ Additional Information Attached

\*Required only for students with an IEP receiving Medicaid

Name:		Affirmed Name (if applicable):		DOB:	
<b>SCREENINGS</b>					
Vision & Hearing Screenings Required for PreK or K, 1, 3, 5, 7, & 11					
<b>Vision</b>	<b>With Correction</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Right</b>	<b>Left</b>	<b>Referral</b>	<b>Not Done</b>
Distance Acuity		20/	20/	<input type="checkbox"/> Yes	<input type="checkbox"/>
Near Vision Acuity		20/	20/		<input type="checkbox"/>
Color Perception Screening <input type="checkbox"/> Pass <input type="checkbox"/> Fail					<input type="checkbox"/>
Notes					
<b>Hearing</b> Passing indicates student can hear 20dB at all frequencies: 500, 1000, 2000, 3000, 4000 Hz; for grades 7 & 11 also test at 6000 & 8000 Hz.					<b>Not Done</b>
Pure Tone Screening	<b>Right</b> <input type="checkbox"/> Pass <input type="checkbox"/> Fail	<b>Left</b> <input type="checkbox"/> Pass <input type="checkbox"/> Fail	<b>Referral</b> <input type="checkbox"/> Yes		<input type="checkbox"/>
Notes					
Scoliosis Screening: Boys grade 9, Girls grades 5 & 7		<b>Negative</b>	<b>Positive</b>	<b>Referral</b>	<b>Not Done</b>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Yes	<input type="checkbox"/>
<b>FOR PARTICIPATION IN PHYSICAL EDUCATION/SPORTS*/PLAYGROUND/WORK</b>					
<input type="checkbox"/> <b>*Family cardiac history reviewed</b> – required for Dominick Murray Sudden Cardiac Arrest Prevention Act					
<input type="checkbox"/> <b>Student may participate in all activities without restrictions.</b>					
<b>If Restrictions Apply</b> – Complete the information below					
<input type="checkbox"/> <b>Student is restricted from participation in:</b>					
<input type="checkbox"/> <b>Contact Sports:</b> Basketball, Competitive Cheerleading, Diving, Downhill Skiing, Field Hockey, Football, Gymnastics, Ice Hockey, Lacrosse, Soccer, and Wrestling.					
<input type="checkbox"/> <b>Limited Contact Sports:</b> Baseball, Fencing, Softball, and Volleyball.					
<input type="checkbox"/> <b>Non-Contact Sports:</b> Archery, Badminton, Bowling, Cross-Country, Golf, Riflery, Swimming, Tennis, and Track & Field.					
<input type="checkbox"/> <b>Other Restrictions:</b>					
<b>Developmental Stage for Athletic Placement Process <u>ONLY</u> required</b> for students in Grades 7 & 8 who wish to play at the high school interscholastic sports level <b>OR</b> Grades 9-12 who wish to play at the modified interscholastic sports level.					
<b>Tanner Stage:</b> <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> III <input type="checkbox"/> IV <input type="checkbox"/> V					
<input type="checkbox"/> <b>Other Accommodations*:</b> (e.g., brace, orthotics, insulin pump, prosthetic, sports goggles, etc.) Use additional space below to explain.					
<small>*Check with the athletic governing body if prior approval/form completion is required for use of the device at athletic competitions.</small>					
<b>MEDICATIONS</b>					
<input type="checkbox"/> Order Form for medication(s) needed at school attached					
<b>COMMUNICABLE DISEASE</b>			<b>IMMUNIZATIONS</b>		
<input type="checkbox"/> Confirmed free of communicable disease during exam			<input type="checkbox"/> Record Attached <input type="checkbox"/> Reported in NYSIIS		
<b>HEALTHCARE PROVIDER</b>					
Healthcare Provider Signature:					
Provider Name: <i>(please print)</i>					
Provider Address:					
Phone:			Fax:		
<b>Please Return This Form to Your Child's School Health Office When Completed.</b>					

Huntington Union Free School District - NYSED Interval Health History for Athletics - 3 PAGES		
Student Name:		DOB
School Name:		Age
Grade (check): <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12		Limitations: <input type="checkbox"/> NO <input type="checkbox"/> YES
Sport		Date of last Health Exam:
Sport Level: <input type="checkbox"/> Modified <input type="checkbox"/> Fresh <input type="checkbox"/> JV <input type="checkbox"/> Varsity		Date form completed:
<b>MUST be completed and signed by Parent/Guardian - Give details to any YES answers on the last page.</b>		

DOES OR HAS YOUR CHILD		
GENERAL HEALTH	No	YES
Ever been restricted by a health care provider from sports participation for any reason?	<input type="checkbox"/>	<input type="checkbox"/>
Ever had surgery?	<input type="checkbox"/>	<input type="checkbox"/>
Ever spent the night in a hospital?	<input type="checkbox"/>	<input type="checkbox"/>
Been diagnosed with mononucleosis within the last month?	<input type="checkbox"/>	<input type="checkbox"/>
Have only one functioning kidney?	<input type="checkbox"/>	<input type="checkbox"/>
Have a bleeding disorder?	<input type="checkbox"/>	<input type="checkbox"/>
Have any problems with hearing or have congenital deafness?	<input type="checkbox"/>	<input type="checkbox"/>
Have any problems with vision or only have vision in one eye?	<input type="checkbox"/>	<input type="checkbox"/>
Have an ongoing medical condition?	<input type="checkbox"/>	<input type="checkbox"/>
If yes, check all that apply:		
<input type="checkbox"/> Asthma <input type="checkbox"/> Diabetes <input type="checkbox"/> Seizures <input type="checkbox"/> Sick cell trait or disease <input type="checkbox"/> Other:		
Have Allergies?	<input type="checkbox"/>	<input type="checkbox"/>
If yes, check all that apply		
<input type="checkbox"/> Food <input type="checkbox"/> Insect Bite <input type="checkbox"/> Latex <input type="checkbox"/> Medicine <input type="checkbox"/> Pollen <input type="checkbox"/> Other:		
Ever had anaphylaxis?	<input type="checkbox"/>	<input type="checkbox"/>
Carry an epinephrine auto-injector?	<input type="checkbox"/>	<input type="checkbox"/>
BRAIN/HEAD INJURY HISTORY	No	YES
Ever had a hit to the head that caused headache, dizziness, nausea, confusion, or been told they had a concussion?	<input type="checkbox"/>	<input type="checkbox"/>
Receive treatment for a seizure disorder or epilepsy?	<input type="checkbox"/>	<input type="checkbox"/>
Ever had headaches with exercise?	<input type="checkbox"/>	<input type="checkbox"/>
Ever had migraines?	<input type="checkbox"/>	<input type="checkbox"/>

DOES OR HAS YOUR CHILD		
BREATHING	No	YES
Ever complained of getting extremely tired or short of breath during exercise?	<input type="checkbox"/>	<input type="checkbox"/>
Use or carry an inhaler or nebulizer?	<input type="checkbox"/>	<input type="checkbox"/>
Wheeze or cough frequently during or after exercise?	<input type="checkbox"/>	<input type="checkbox"/>
Ever been told by a health care provider they have asthma or exercise-induced asthma?	<input type="checkbox"/>	<input type="checkbox"/>
DEVICES / ACCOMMODATIONS	No	YES
Use a brace, orthotic, or another device?	<input type="checkbox"/>	<input type="checkbox"/>
Have any special devices or prostheses (insulin pump, glucose sensor, ostomy bag, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>
Wear protective eyewear, such as goggles or a face shield?	<input type="checkbox"/>	<input type="checkbox"/>
Wear a hearing aid or cochlear implant?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Let the coach/school nurse know of any device used. Not required for contact lenses or eyeglasses.</b>		
DIGESTIVE (GI) HEALTH	No	YES
Have stomach or other GI problems?	<input type="checkbox"/>	<input type="checkbox"/>
Ever had an eating disorder?	<input type="checkbox"/>	<input type="checkbox"/>
Have a special diet or need to avoid certain foods?	<input type="checkbox"/>	<input type="checkbox"/>
Are there any concerns about your child's weight?	<input type="checkbox"/>	<input type="checkbox"/>
INJURY HISTORY	No	YES
Ever been unable to move their arms or legs or had tingling, numbness, or weakness after being hit or falling?	<input type="checkbox"/>	<input type="checkbox"/>
Ever had an injury, pain, or swelling of a joint that caused them to miss practice or a game?	<input type="checkbox"/>	<input type="checkbox"/>
Have a bone, muscle, or joint that bothers them?	<input type="checkbox"/>	<input type="checkbox"/>
Have joints that become painful, swollen, warm, or red with use?	<input type="checkbox"/>	<input type="checkbox"/>
Ever been diagnosed with a stress fracture?	<input type="checkbox"/>	<input type="checkbox"/>

Student Name:		DOB:	
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DOES OR HAS YOUR CHILD		
Ever complained of:		
Ever had a test by a health care provider for their heart (e.g., EKG, echocardiogram, stress test)?	<input type="checkbox"/>	<input type="checkbox"/>
Lightheadedness, dizziness, during or after exercise?	<input type="checkbox"/>	<input type="checkbox"/>
Chest pain, tightness, or pressure during or after exercise?	<input type="checkbox"/>	<input type="checkbox"/>
Fluttering in the chest, skipped heartbeats, heart racing?	<input type="checkbox"/>	<input type="checkbox"/>
Ever been told by a health care provider they have or had a heart or blood vessel problem?	<input type="checkbox"/>	<input type="checkbox"/>
If yes, check all that apply:		
<input type="checkbox"/> Chest Tightness or Pain	<input type="checkbox"/> Heart infection	
<input type="checkbox"/> High Blood Pressure	<input type="checkbox"/> Heart Murmur	
<input type="checkbox"/> High Cholesterol	<input type="checkbox"/> Low Blood Pressure	
<input type="checkbox"/> New fast or slow heart rate	<input type="checkbox"/> Kawasaki Disease	
<input type="checkbox"/> Has implanted cardiac defibrillator (ICD)		
<input type="checkbox"/> Has a pacemaker		
<input type="checkbox"/> Other:		

DOES OR HAS YOUR CHILD		
<b>FEMALES ONLY</b>	<b>No</b>	<b>YES</b>
Have regular periods?	<input type="checkbox"/>	<input type="checkbox"/>
<b>MALES ONLY</b>	<b>No</b>	<b>YES</b>
Have only one testicle?	<input type="checkbox"/>	<input type="checkbox"/>
Have groin pain or a bulge, or a hernia?	<input type="checkbox"/>	<input type="checkbox"/>
<b>SKIN HEALTH</b>	<b>No</b>	<b>YES</b>
Currently have any rashes, pressure sores, or other skin problems?	<input type="checkbox"/>	<input type="checkbox"/>
Ever had a herpes or MRSA skin infection?	<input type="checkbox"/>	<input type="checkbox"/>
<b>COVID-19 INFORMATION</b>		
Has your child ever tested positive for COVID-19?	<input type="checkbox"/>	<input type="checkbox"/>
If <b>NO, STOP.</b> Go to Family Heart Health History. If <b>YES,</b> answer questions below:		
Date of positive COVID test:		
Was your child symptomatic?	<input type="checkbox"/>	<input type="checkbox"/>
Did your child see a health care provider for their COVID-19 symptoms?	<input type="checkbox"/>	<input type="checkbox"/>
Was your child hospitalized for COVID?	<input type="checkbox"/>	<input type="checkbox"/>
Was your child diagnosed with Multisystem Inflammatory Syndrome (MISC)?	<input type="checkbox"/>	<input type="checkbox"/>

### FAMILY HEART HEALTH HISTORY

A relative has/had any of the following: Check all that apply:	
<input type="checkbox"/> Enlarged Heart/ Hypertrophic Cardiomyopathy/ Dilated Cardiomyopathy	<input type="checkbox"/> Brugada Syndrome?
<input type="checkbox"/> Arrhythmogenic Right Ventricular Cardiomyopathy?	<input type="checkbox"/> Catecholaminergic Ventricular Tachycardia?
<input type="checkbox"/> Heart rhythm problems, long or short QT interval?	<input type="checkbox"/> Marfan Syndrome (aortic rupture)?
	<input type="checkbox"/> Heart attack at age 50 or younger?
	<input type="checkbox"/> Pacemaker or implanted cardiac defibrillator(ICD)?

A family history of:
<input type="checkbox"/> Known heart abnormalities or sudden death before age 50? <input type="checkbox"/> Structural heart abnormality, repaired or unrepaired?
<input type="checkbox"/> Unexplained fainting, seizures, drowning, near drowning, or car accident before age 50?

If you answered **NO** to **all** questions, **STOP.** Sign and date below.  
**GO** to page 3 if you answered **YES** to a question.

Parent/Guardian Signature:	Date:
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**If you give permission for your child to be examined by the school physician for sports clearance, please sign below:**

Parent/Guardian Signature:	Date:
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<b>Distrito Escolar de Huntington - NYSED Historial de salud de intervalos para atletismo – 3 PÁGINAS</b>	
Nombre del estudiante:	Fecha de Nacimiento
Nombre de la escuela:	Edad
Grado (cheque): <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	Limitaciones: <input type="checkbox"/> NO <input type="checkbox"/> SI
Deporte	Fecha del último examen de salud:
Nivel Deportivo: <input type="checkbox"/> Modificado <input type="checkbox"/> Nuevo <input type="checkbox"/> JV <input type="checkbox"/> Varsity	Fecha de llenado del formulario:
<b>DEBE ser completado y firmado por el padre/tutor. Proporcione detalles a cualquier respuesta SÍ en la última página.</b>	

TIENE SU HIJO/A		
SALUD GENERAL	No	Si
Alguna vez ha sido restringido por un proveedor de atención médica de la participación deportiva por cualquier motivo?	<input type="checkbox"/>	<input type="checkbox"/>
¿Alguna vez te operaron?	<input type="checkbox"/>	<input type="checkbox"/>
¿Alguna vez pasó la noche en un hospital?	<input type="checkbox"/>	<input type="checkbox"/>
¿Ha sido diagnosticado con mononucleosis dentro el mes pasado?	<input type="checkbox"/>	<input type="checkbox"/>
¿Tiene un solo riñón en funcionamiento?	<input type="checkbox"/>	<input type="checkbox"/>
¿Tiene un trastorno hemorrágico?	<input type="checkbox"/>	<input type="checkbox"/>
¿Tiene algún problema con la audición o tiene sordera congénita?	<input type="checkbox"/>	<input type="checkbox"/>
¿Tiene algún problema con la visión o solo tiene visión en un ojo?	<input type="checkbox"/>	<input type="checkbox"/>
¿Tiene una condición médica en curso?	<input type="checkbox"/>	<input type="checkbox"/>
En caso afirmativo, marque todo lo que corresponda: <input type="checkbox"/> Asma <input type="checkbox"/> Diabetes <input type="checkbox"/> Convulsiones <input type="checkbox"/> Otro: <input type="checkbox"/> Rasgo o enfermedad de células falciformes		
¿Tienes alergias?	<input type="checkbox"/>	<input type="checkbox"/>
En caso afirmativo, marque todo lo que corresponda <input type="checkbox"/> Comida <input type="checkbox"/> Picadura de insecto <input type="checkbox"/> Látex <input type="checkbox"/> Medicamento <input type="checkbox"/> Polen <input type="checkbox"/> Otro:		
¿Alguna vez ha tenido anafilaxia?	<input type="checkbox"/>	<input type="checkbox"/>
¿Tiene un autoinyector de epinefrina?	<input type="checkbox"/>	<input type="checkbox"/>
HISTORIAL DE LESIONES CEREBRALES/CABEZA	No	Si
¿Alguna vez ha tenido un golpe en la cabeza que le causó dolor de cabeza, mareos, náuseas, confusión o le han dicho que tenían una conmoción cerebral?	<input type="checkbox"/>	<input type="checkbox"/>
¿Recibir tratamiento para un trastorno convulsivo o epilepsia?	<input type="checkbox"/>	<input type="checkbox"/>
¿Alguna vez ha tenido dolores de cabeza con el ejercicio?	<input type="checkbox"/>	<input type="checkbox"/>
¿Alguna vez ha tenido migrañas?	<input type="checkbox"/>	<input type="checkbox"/>

TIENE SU HIJO/A		
RESPIRACIÓN	No	Si
¿Alguna vez se ha quejado de estar extremadamente cansado o le falta el aire durante el ejercicio?	<input type="checkbox"/>	<input type="checkbox"/>
¿Utiliza o lleva con usted un inhalador o nebulizador?	<input type="checkbox"/>	<input type="checkbox"/>
¿Sibilancias o tos frecuentes durante o después ejercicio?	<input type="checkbox"/>	<input type="checkbox"/>
¿Alguna vez un proveedor de atención médica le dijo que tiene asma o asma inducida por el ejercicio?	<input type="checkbox"/>	<input type="checkbox"/>
DISPOSITIVOS / ACOMODACIONES	No	Si
¿Utiliza un aparato ortopédico, ortopédico u otro dispositivo?	<input type="checkbox"/>	<input type="checkbox"/>
Tiene algún dispositivo especial o prótesis (bomba de insulina, sensor de glucosa, bolsa de ostomía, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>
¿Use gafas protectoras, como gafas o un careta?	<input type="checkbox"/>	<input type="checkbox"/>
¿Usa un audífono o un implante coclear?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Infórmele al entrenador/enfermera de la escuela sobre cualquier dispositivo utilizado.</b> <b>No se requiere para lentes de contacto o anteojos.</b>		
SALUD DIGESTIVA	No	Si
¿Tiene problemas estomacales u otros problemas gastrointestinales?	<input type="checkbox"/>	<input type="checkbox"/>
¿Alguna vez ha tenido un trastorno alimentario?	<input type="checkbox"/>	<input type="checkbox"/>
Tiene una dieta especial o necesita evitar ciertos alimentos?	<input type="checkbox"/>	<input type="checkbox"/>
¿Hay alguna preocupación sobre la salud del peso de su hijo(a)?	<input type="checkbox"/>	<input type="checkbox"/>
HISTORIAL DE LESIONES	No	Si
¿Alguna vez no ha podido mover los brazos o las piernas o ha tenido hormigueo, entumecimiento o debilidad después de ser golpeado o caer?	<input type="checkbox"/>	<input type="checkbox"/>
Alguna vez ha tenido una lesión, dolor o inflamación de una articulación que les hizo perder la práctica o un juego?	<input type="checkbox"/>	<input type="checkbox"/>
¿Tiene un hueso, músculo o articulación que le molesta a ellos?	<input type="checkbox"/>	<input type="checkbox"/>
Tienen articulaciones que se vuelven dolorosas, hinchadas, calientes, o rojo con el uso?	<input type="checkbox"/>	<input type="checkbox"/>
¿Alguna vez le han diagnosticado una fractura por estrés?	<input type="checkbox"/>	<input type="checkbox"/>

Nombre de Estudiante:		Fecha de Nacimiento:	
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TIENE O HA TENIDO SU HIJO(A)		
<b>SALUD DE CORAZON</b>	No	Si
Alguna vez se quejó de:		
¿Alguna vez se ha hecho una prueba por parte de un proveedor de atención médica para su corazón (p. ej., electrocardiograma, ecocardiograma, prueba de esfuerzo)?	<input type="checkbox"/>	<input type="checkbox"/>
¿Aturdimiento, mareos, durante o después del ejercicio?	<input type="checkbox"/>	<input type="checkbox"/>
¿Dolor, opresión o presión en el pecho durante o después del ejercicio?	<input type="checkbox"/>	<input type="checkbox"/>
¿Revoloteo en el pecho, latidos saltados, corazón acelerado?	<input type="checkbox"/>	<input type="checkbox"/>
¿Alguna vez un proveedor de atención médica le dijo que tiene o ha tenido un problema del corazón o de los vasos sanguíneos?	<input type="checkbox"/>	<input type="checkbox"/>
En caso afirmativo, marque todo lo que corresponda:		
<input type="checkbox"/> Opresión o dolor en el pecho <input type="checkbox"/> Infección del corazón <input type="checkbox"/> Alta presión <input type="checkbox"/> Soplo cardíaco <input type="checkbox"/> Colesterol alto <input type="checkbox"/> Presión baja <input type="checkbox"/> Nuevo ritmo cardíaco rápido o lento <input type="checkbox"/> La enfermedad de Kawasaki <input type="checkbox"/> Tiene implantado un desfibrilador cardíaco (DCI) <input type="checkbox"/> Tiene un marcapasos <input type="checkbox"/> Otro:		

TIENE O HA TENIDO SU HIJO(A)		
<b>SOLO MUJERES</b>	NO	Si
¿Tiene períodos regulares?	<input type="checkbox"/>	<input type="checkbox"/>
<b>SOLO VARONES</b>	NO	Si
¿Tienes un solo testículo?	<input type="checkbox"/>	<input type="checkbox"/>
¿Tiene dolor en la ingle, un bulto o una hernia?	<input type="checkbox"/>	<input type="checkbox"/>
<b>SALUD DE LA PIEL</b>	NO	Si
Actualmente tiene erupciones, úlceras por presión o otros problemas de la piel?	<input type="checkbox"/>	<input type="checkbox"/>
¿Alguna vez ha tenido una infección cutánea por herpes o MRSA?	<input type="checkbox"/>	<input type="checkbox"/>
<b>INFORMACIÓN SOBRE COVID-19</b>		
¿Alguna vez su hijo(a) ha dado positivo por COVID-19?	<input type="checkbox"/>	<input type="checkbox"/>
Si <b>NO</b> , <b>PARE AQUÍ</b> . Vaya a Historial de salud cardíaca familiar. En <b>caso afirmativo</b> , responda las preguntas a continuación:		
Fecha de prueba COVID positiva:		
¿Su hijo(a) era sintomático?	<input type="checkbox"/>	<input type="checkbox"/>
¿Consultó su hijo(a) a un proveedor de atención médica por sus síntomas de COVID-19?	<input type="checkbox"/>	<input type="checkbox"/>
¿Tu hijo(a) fue hospitalizado por COVID?	<input type="checkbox"/>	<input type="checkbox"/>
¿Su hijo(a) fue diagnosticado con Multisystem Síndrome Inflamatorio (MISC)?	<input type="checkbox"/>	<input type="checkbox"/>

HISTORIAL FAMILIAR DE SALUD DEL CORAZÓN	
Un familiar tiene/tuvo alguno de los siguientes:	
Marque todo lo que corresponda: <input type="checkbox"/> Síndrome de Brugada	
<input type="checkbox"/> Corazón agrandado / miocardiopatía hipertrófica / dilatado. <input type="checkbox"/> ¿Taquicardia ventricular catecolaminérgica? <input type="checkbox"/> Miocardiopatía <input type="checkbox"/> ¿Síndrome de Marfan (rotura aórtica)? <input type="checkbox"/> ¿Miocardiopatía arritmogénica del ventrículo derecho? <input type="checkbox"/> ¿Ataque cardíaco a los 50 años o antes? <input type="checkbox"/> ¿Problemas de ritmo cardíaco, intervalo QT largo o corto? <input type="checkbox"/> ¿Marpasos o desfibrilador cardíaco implantado (DCI)?	
Una historia familiar de:	
<input type="checkbox"/> ¿Anomalías cardíacas conocidas o muerte súbita antes de los 50 años? <input type="checkbox"/> ¿Anomalía estructural del corazón, reparada o no reparada? <input type="checkbox"/> ¿Desmayos inexplicables, convulsiones, ahogamiento, casi ahogamiento o accidente automovilístico antes de los 50 años?	
Si respondió <b>NO</b> a todas las preguntas, <b>PARE</b> . Firme y ponga la fecha a continuación. <b>VAYA</b> a la página 3 si respondió <b>SÍ</b> a una pregunta.	
Firma de Padre/Tutor	Fecha:
Si da permiso para que el médico de la escuela examine a su hijo para obtener la autorización para deportes, firme a continuación:	
Firma de Padre/Tutor	Fecha:



