



Section IX Athletics

Robert Thabet, Executive Director

Section IX Athletic Council Meeting

Tuesday, September 13, 2011

Orange-Ulster BOCES, Carl P. Onken Conference Center, Room A at 9:30 a.m.

1. Call to Order: Bob Thabet
Introduction of New Athletic Directors
2. Pledge of Allegiance: Bob Thabet
3. Anaconda Sports – Mr. Richard Koegel and Mr. Bert Myers
4. Financial Report: Jim Osborne
5. Review of Meeting Materials – Jim Osborne
6. Approval of June 14, 2011 Minutes
7. NYSPHSAA Report
8. Section IX NYSPHSAA Representatives – Roberta Greene and Jim Wolfe
9. NYSPHSAA Eligibility Workshop – Tuesday, October 4, 2011 at Wallkill High School
10. Harmony Christian School – Jim Osborne
11. Exceptional Senior Football Contest – David Coates
12. Section IX Boys Golf Chairperson – Back from the Leagues
13. School Mergers – Jim Osborne
14. Application for Membership into Section IX
15. Fall Chair Reports:
 - a. Cross Country Jim Glover and Steve Loturco
 - b. Football Dave Coates and Glen Maisch
 - c. Boys Soccer Pete Ferguson
 - d. Girls Soccer Diane Wanser
 - e. Field Hockey C.J. Bull-Knuth
 - f. Girls Swimming Pat Ryan
 - g. Girls Tennis Selina DeCicco
 - h. Volleyball Toni Woody
16. Chair Reports:
 - a. Girls & Boys Modified Sports Brian Devincenzi & Helenanne Gillinder
 - b. Safety Janet Carey
 - c. Chemical Health Marco Lanzoni
 - d. Officials Coordinator Dennis Burkett
 - e. Eligibility Fred Ahart
 - f. Sportsmanship Glen Maisch
17. New Business
18. Old Business
19. Adjournment
Next Meeting Date: Tuesday, October 4, 2011 at Wallkill High School at 9:30 a.m.
20. Executive Session: Report from Eligibility Committee



Nugent & Haeussler, P.C.
CERTIFIED PUBLIC ACCOUNTANTS
ESTABLISHED 1925

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Mark M. Levy, CPA, CFP
Thomas R. Busse, Jr., CPA

Patrick M. Bullis, CPA
Jennifer L. Capicchioni, CPA
Richard P. Capicchioni, CPA
Walter J. Jung, CPA
Brent T. Napoleon, CPA
Justin B. Wood, CPA

— CONSULTANT —
Randy E. Bullis, CPA

August 26, 2011

Section 9 Athletic Council
c/o Orange Ulster BOCES
53 Gibson Rd.
Goshen, N.Y. 10924

Attention: James Osborne

Re: Our File No. 3006

Dear Jim:

We have reviewed and summarized the cash receipts and cash disbursements of Section IX Athletic Council, Inc. for the year ended June 30, 2011. As part of our review, we selected a sample of paid bills, canceled checks, bank statements, deposit slips and gate summaries and traced them to the check register. All of the information that we reviewed was in good order and no discrepancies were discovered. Based upon our review, we are happy to report that the books and records of the organization are in good shape and we recommend that all current procedures being used by the organization stay in place. Our firm has many not-for-profit clients. Your record keeping system, as compared to other organizations your size, is excellent.

Please contact me if you have any questions.

Very truly yours,

NUGENT & HAEUSSLER, P.C.


Gary C. Theodore

GCT:sb

New York State Public High School Athletic Association
Nina Van Erk
Executive Director

Section IX Athletics
Robert Thabet
Executive Director
2011-2012

James Osborne
Secretary

James Osborne
Treasurer

Athletic Council

John Landro, Tuxedo U.F.S.D. – President
Antonia Woody, New Paltz C.S.D. – Past President
Tom Cassata, Red Hook C.S.D. – 1st Vice President
Kelly Doherty, Eldred C.S.D. – 2nd Vice President
Ray Castellani, Marlboro C.S.D. – Central Committee
Jim Wolfe – Central Committee
Dave Bernsley, Monroe-Woodbury C.S.D. – Central Committee
Roberta Greene, Washingtonville C.S.D. – Central Committee
Doug Murphy, Monticello C.S.D. – League Representative OCIAA
Tim Bult, Fallsburg C.S.D. – League Representative OCIAA
Dave Franskevicz, Sullivan West C.S.D. - League Representative OCIAA
Fred Ahart, Roscoe C.S.D. – League Representative OCIAA
Dennis Burkett – League Representative MHAL
Donald Andrews – League Representative MHAL

Orange County Interscholastic Athletic Association

➤ **Executive Committee:**

President - Mr. Doug Murphy, Monticello C.S.D.
Vice President – Mr. John Landro, Tuxedo U.F.S.D.

➤ **Superintendents:**

Ms. Roberta Greene, Washingtonville C.S.D.
Mr. Timothy Rehm, Cornwall C.S.D.
Dr. Ivan Katz, Fallsburg C.S.D.

➤ **Principals:**

Ms. Marie Anderson, Kingston City S.D.
Mr. Lou Trombetta, Highland Falls-Ft. Montgomery C.S.D.
Mr. Scott Haberli, Roscoe C.S.D.

➤ **Athletic Directors:**

Mr. David Coates, Middletown City S.D.
Mr. Jared Kahmar, Port Jervis City S.D.
Mr. Rob Gravelle, Florida U.F.S.D.

➤ **Office of Interscholastic Athletics:**

OCIAA Athletic Coordinator: James Osborne
OCIAA Ass't. Athletic Coordinator: Christopher Mayo
OCIAA Ass't. Athletic Coordinator: Heather Walsh

Mid-Hudson Athletic League

Chairperson: Donald V. Andrews

Athletic Coordinator: Pete Meoli

Assistant Chairperson: Dennis Burkett

Program Assistant: Maria Meoli

**New York State Public High School Athletic Association
Summer Meeting – August 2-4, 2011
Highlights**

Ms. Nina Van Erk – Executive Director

- A. Mandatory Athletic Director Workshop – Tuesday, October 4, 2011 at Wallkill High School
- B. 2011-2012 NYSPHSAA Handbook is available on-line. The most recent changes are underlined.
- C. Concussion Management – Passed both houses, awaiting the Governor's signature. NYSPHSAA will work in concert with the Department of Education and Health to develop guidelines for our school districts to follow the time line is sooner than later.
- D. Cheerleading – Letter enclosed – Time Line – Legal council is reviewing. There will be a need for an addendum to the Sport Standards.
- E. Trish Kocialski – Replacement to be announced soon.
- F. CSIET Advisory List – A link to the 2011-12 is available on the www.nysphsaa.org website.
- G. Participation Survey – Data is currently being collected.

Mr. Robert Stulmaker – Assistant Director

- A. Scholar/Athlete Team Award
- B. School of Distinction Award
- C. Community Service Challenge
- D. 2011-2012 NYSPHSAA championship Dates/Sites

Mr. Joe Alteri – Assistant Director

- A. NYSPHSAA announces 2010-2011 Good Sports winner. Congratulations Middletown School District. The award is presented to schools which have developed proactive approaches in keeping sportsmanship in the forefront.

Mr. Todd Nelson – Assistant Director

- A. Classification – BEDS numbers. BEDS day is October 5, 2011.
- B. Cross Country – Five Classes to Four Classes
- C. Coaching Education – NFHS, list of courses offered enclosed.

NYSED Physical Education and Athletics – (Handouts)

1. Revision of Selection & Classification – Advanced Athletic Placement.
2. Guidance document for Eligibility Extension for students with disabilities.
3. Guidance document for Elementary Physical Education
4. Teach System
5. Online Course Credit – Learn the regulations.

Classification of Non Public and Charter Schools Committee

The Committee recommended that they review the process of the classification of non public and charter schools to ensure consistency statewide for a competitive balance and appropriate placement. Each Section needs to be consistent with the data that is reviewed such as where the students have entered 9th grade, number of transfers and post season success.

Budget

NYSPHSAA Central Committee approved a two year structure of the dues which would remain the same for 2012-2013 and 2013-2014. The dues schools will pay for 2011-2012 will remain the same for 2012-2013 and 2013-2014.

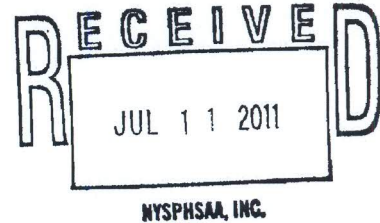
Voting Items and New Business

- A. Strategic Plan (on the website) – 2011-2016, approved by NYSPHSAA
- B. Swimming and Diving protocol for athletics to qualify for the NYSPHSAA Championship.
- C. Wrestling – Certification Waiver Process, Weight classes for 2011-2012
- D. Handbook Committee – Ms. Roberta Greene
 - 1. Transfer Rule and inclusion of selectively classified students. The recommendation was not approved.
 - 2. NYSPHSAA Appeal Procedure – Recommendation approved.
- E. Safety Committee – Mr. Todd Nelson
 - 1. Concussion Management review bill highlights
 - 2. Acclimatization of student-athletes
- F. Sportsmanship – Mr. Todd Nelson
 - 1. Hazing Webinar – NYSPHSAA will host a webinar for all coaches, athletic directors and players at the beginning of each sport season. Information was sent to each school.
- G. Modified Athletics – Mr. James Rose
 - Refer to handout.
- H. Action Items – voting on the issues.



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

OFFICE OF CURRICULUM AND INSTRUCTION
Gladys I. Cruz, Ph.D. – Director of Curriculum Services
Room 320 EB
Albany, New York 12234
(518) 474-5922; FAX: (518) 473-4884
www.p12.nysed.gov/cia



July 1, 2011

Nina Van Erk
Executive Director
NYSPHSAA, Inc.
8 Airport Park Boulevard
Latham, NY 12110

Dear Ms. Van Erk:

Thank you for your letter dated June 21, 2011 regarding the expansion of Commissioner's Regulation 135.4(c)(7) to include Cheerleading as an interscholastic sport, require training of coaches, and ensuring the safety of students involved in competitive events.

I have discussed this request with Patricia Kocalski, our Associate for Physical Education and we agree that the time has come to include cheerleading in the regulations and guidelines. As your Ad Hoc committee has indicated in their final report, cheerleading has gone well beyond traditional cheer status in many districts across the State and has evolved into a very competitive sport. As it continues to expand, requirements for coaches of this sport need to be established to ensure student safety.

We have reviewed the recommendations in the final report included in your letter and find that it has answered all the questions that we would have. Our Associate in Physical Education will be exploring the next steps the State Education Department will need to take to address this request and will be contacting you in the near future.

The New York State Public High School Athletic Association should be congratulated for their proactive approach taken on this issue and we look forward to our collaboration on this and other issues as they arise. If you have any questions please contact Patricia Kocalski, our Associate in Physical Education.

Sincerely,

Gladys I. Cruz, Ph.D.
Director of Curriculum Services

cc Patricia Kocalski

2011-2012 NYSPHSAA Championship Dates/Sites

FALL 2011

G. Tennis	Nov. 5, 6, 7	Eastside Racquet Club, Manlius (3)
B/G X-Country	Nov. 12	Vernon-Verona-Sherrill HS (3)
G. Swimming/Diving	Nov. 18-19	ECC, Buffalo (6)
Football East Semi-Finals	Nov. 18-19	Dietz Stadium, Kingston (9)
Football West Semi-Finals	Nov. 18-19	East Syracuse Minoa HS, East Syracuse (3)
Federation X-Country	Nov. 19	Bowdoin Park, Wappingers Falls (1)
B. Volleyball	Nov. 19	Cicero-North Syracuse HS, Cicero (3)
G. Soccer	Nov. 19-20	SUNY Cortland/Homer/Tompkins CCC (3)
Field Hockey	Nov. 19-20	Cicero-North Syracuse HS, Cicero (3)
G. Volleyball	Nov. 19-20	Civic Center, Glens Falls (2)
B. Soccer	Nov. 19-20	Middletown HS (9)
Football	Nov. 25 & 27	Carrier Dome, Syracuse (3)

WINTER 2011-2012

Wrestling	Feb. 24-25	Times Union Center, Albany (2)
B/G Skiing	Feb. 27-28	Whiteface, Mt. Van Hoevenburg, Lake Placid (7)
B. Swimming/Diving	March 2-3	Erie CC, Buffalo (6)
B/G Ind. Track	March 3	Barton Hall, Cornell Univ., Ithaca (4)
Rifle (Regional)	March 3	TBA
G. Gymnastics	March 3	Shaker HS, Latham (2)
B/G Bowling	March 3-4	Valley Bowling Center, Waverly (4)
B. Volleyball (Reg.)	March 10	Canastota HS (3)
Ice Hockey	March 10-11	Utica Memorial Auditorium (3)
G. Basketball	March 16-18	Hudson Valley CC, Troy (2)
B. Basketball	March 16-18	Civic Center, Glens Falls (2)
B/G Federation Basketball	March 23-25	Times Union Center, Albany (2)

SPRING 2012

B. Tennis	May 31, June 1-2	USTA Complex (NYC)
B. Golf	June 2, 3, 4	Cornell Univ., Ithaca (4)
B. Lacrosse East Semi-Finals	June 6	Stony Brook University (11)
B. Lacrosse West Semi-Finals	June 6	Cicero-No. Syracuse HS, Cicero (3)
B/G T&F	June 8-9	Cicero-No. Syracuse HS, Cicero (3)
G. Lacrosse	June 8-9	SUNY Cortland (3)
G. Golf	June 8-10	TBA
B. Lacrosse	June 9	Middletown HS (9)
Baseball	June 9	Binghamton (4)
Softball	June 9	Adirondack Sport Complex, Queensbury (2)
Federation Golf	June 10	Bethpage State Park, Farmingdale (8)



Coaching Education

The NFHS has done a marvelous job in developing a wide variety of on-line courses to benefit our coaches, athletes, and parents. These courses are very user friendly for both the coaches and athletic administrators. The quality of the courses is excellent with many national sport governing bodies directly involved with the production and content of the courses. I highly encourage athletic administrators to visit www.nfhslearn.com to review all of the courses and other useful materials that are available to help improve your overall athletic program. Below is a complete list of courses that are offered through the NFHS.

Core Courses

Fundamentals of Coaching (\$35) First Aid for Coaches (Not accepted by SED)

Sport Specific Courses

Soccer (\$50) Wrestling(\$50) Volleyball(\$50) Football(\$50) Softball(\$50) Basketball(\$50)
Cheer and Dance(\$50) Spirit Safety Certification(\$75) Track and Field(\$75)

Elective Courses

Engaging Effectively with Parents(\$20) NCAA Eligibility(\$20) Teaching Sport Skills(\$50)
Teaching and Modeling Behavior(\$20) Coaching Sports in Middle School(\$20)
Health and Wellness: A Coach's guide to Hydration, Nutrition, and Supplements(\$20)

Free Courses

Concussion in Sports – What You Need to Know Sportsmanship
The Role of the Parent in Sport

Currently in Development

Creating a Safe and Respectful Environment Golf Girls Lacrosse
Boys Lacrosse Field Hockey

2012 Development

Baseball Coaching for Character Pole Vault
Swimming and Diving Tennis

Note: A certificate of completion will be given to each individual that completes a course. Athletic Administrators can review what courses have been taken by their coaches.

NYSED PHYSICAL EDUCATION & ATHLETICS UPDATE
August 2011

1. Revision of Selection & Classification

The guidance document is in revision and will be getting a major overhaul. Some of the items currently under consideration for revision:

- SED waivers – notice of all successful athletes to league/section/AND SED
- Athletic Performance Tests
- Separate “packets” and “checklists” for the Director of PE/Athletics and School Medical Officers to ensure the steps to be taken are completed
- Elimination/consolidation of some forms
- Renaming the process (Advanced Athletic Placement)

2. Guidance document for Eligibility Extension for Students with Disabilities

This document should be out of the Office of Counsel soon and ready for posting on the PE website. Once it is “up” on the site we will notify NYSPHSAA, NYSA, and NYSAHPERD to alert districts it is available. (Hopefully it will also be noted in the News & Notes that are sent to all superintendents).

3. Guidance document for elementary physical education.

This document should also be out of counsel’s office soon. Same procedure will be followed when it is “up” on the PE site.

4. TEACH system.

There have been several retirements at SED in recent months, many coming from the Office of Teaching Initiatives. Compound the dwindling personnel with the mass of newly graduated teachers and the office is overwhelmed. They are working as hard as they can, but are at least a month behind. Things you can do to ensure TCL’s and PCL’s are issued on time:

- Make sure you have as many of your main coaches selected as early as possible.
- If they are non-teacher coaches, make sure they have applied on TEACH, and have all the proper verifications ready for BOCES review. One of the things that bounces back regularly is incorrect FA/CPR certificates the other is coaching courses taken other than SED one’s. The FA/CPR one’s listed in the Coaching Guidelines – Appendix are the most up to date....any courses other than SED coaching courses must go through a Coaching Equivalent review for approval first.
- If you have a last minute replacement for a coach...ask your BOCES certification officer to ask SED/OTI if they will expedite the license. Don’t expect them to expedite everything...only extenuating circumstances.

5. Online Course Credit.

The Board of Regents has approved the use of online course work for making up failed course work and for achieving course credit. There are specific parameters that must be in place to use online courses (see handouts) and the only way online can be used for physical education is in a blended online course.

Temporary Contact Information:
emscurric@mail.nysed.gov
518-474-5922

Physical Education Web Site:
www.emsc.nysed.gov/ciai/pe/

Commissioner's Regulation 100.5(d)(8) & (10) – ONLINE COURSE CREDIT

8. Making Up Incomplete or Failed Course Credit. Commencing July 1, 2010 and thereafter, a school district, registered nonpublic school, or charter school may provide a student, who had the opportunity to complete a unit of study in a given high school subject but who failed to demonstrate mastery of the learning outcomes for such subject, with an opportunity to make up a unit of credit for such subject toward either a Regents or local diploma, pursuant to the following:

- i. To receive credit, the student shall successfully complete a make-up credit program and demonstrate mastery of the learning outcomes for the subject, including passing the Regents examination in the subject or other assessment required for graduation, if applicable.
- ii. The make-up credit program shall:
 - a. be aligned with the applicable New York State learning standards for such subject;
 - b. satisfactorily address the student's course completion deficiencies and individual needs; and
 - c. ensure that the student receives equivalent, intensive instruction in the subject matter area provided, as applicable, under the direction and/or supervision of:
 1. a school district teacher who is certified in the subject matter area; or
 2. a teacher from a board of cooperative educational services (BOCES) that contracts with the school district to provide instruction in the subject matter area pursuant to Education Law §1950, and who is certified in such area; or
 3. a teacher of the subject matter area in the registered nonpublic school or charter school.
- iii. In the case of a school district or registered nonpublic school, the student's participation in the make-up credit program shall be approved by a school-

Commissioner's Regulation 100.5(d)(8) & (10) – ONLINE COURSE CREDIT

based panel consisting of, at a minimum, the principal, a teacher in the subject area for which the student must make up credit, and a guidance director or other administrator.

- iv. For purposes of this paragraph, a make-up credit program may include, but is not limited to:

- . repeating an entire course;
 - a. taking the course again as part of a summer school program;
 - b. receiving intensive instruction in the deficiency areas of the course; or
 - c. digital learning (online study) that:
 - 1. is comparable in scope and quality to regular classroom instruction;
 - 2. provides for documentation of satisfactory student achievement; and
 - 3. includes regular and substantive interaction between the student and the teacher providing direction and/or supervision pursuant to clause (3) of subparagraph (ii) of this paragraph.

10. Credit for Online and Blended Courses.

- i. Definitions. For purposes of this paragraph:
- a. Online course means instruction in a specific subject consisting of teacher-to-student, student-to-student and/or student-to-content interactions that occur solely through digital and/or Internet-connected media.
 - b. Blended course means instruction in a specific subject consisting of teacher-to-student, student-to-student and/or student-to-content interactions that occur through a combination of classroom-based and digital and/or Internet-connected media.

Commissioner's Regulation 100.5(d)(8) & (10) – ONLINE COURSE CREDIT

- c. Certified teacher means a teacher who holds a New York State teaching certificate in the subject area in which instruction is provided.
- ii. A school district, a charter school or a registered nonpublic school may provide its students with an opportunity to earn units of credit towards a Regents diploma through online and/or blended course study, pursuant to the following:
 - To receive credit, the student shall successfully complete an online or blended course and demonstrate mastery of the learning outcomes for the subject, including passing the Regents examination in the subject and/or other assessment in the subject if required for earning a diploma.
 - a. The school district, registered nonpublic school or charter school shall ensure that:
 - 1. courses are aligned with the applicable New York State Learning Standards for the subject area;
 - 2. courses provide for documentation of student mastery of the learning outcomes for such subjects, including passing the Regents examination in the subject and/or other assessment in the subject if required for earning a diploma;
 - 3. instruction is provided by or under the direction and/or supervision of:
 - i. a certified teacher from the school district in which the student is enrolled; or
 - ii. a certified teacher from a board of cooperative educational services (BOCES) that contracts with the school district to provide instruction in the subject area where authorized pursuant to Education Law §1950; or

Commissioner's Regulation 100.5(d)(8) & (10) – ONLINE COURSE CREDIT

- iii. a certified teacher from a school district who provides instruction in the subject area under a shared service agreement; or
 - iv. in the case of a registered nonpublic school, a teacher of the subject area from a registered nonpublic school; or
 - v. in the case of a charter school, a teacher of the subject area from a charter school.
4. courses include regular and substantive interaction between the student and the teacher providing direction and/or supervision pursuant to subclause (3) of this clause; and
5. instruction satisfies the unit of study and unit of credit requirements in section 100.1(a) and (b) of this Part.

Blended/Hybrid Online Physical Education Considerations

Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity ¹ , and maintain personal health.			
	Elementary	Intermediate	Commencement
Key Idea	Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.	Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.	Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.
Performance Indicators –face-to-face work	<ul style="list-style-type: none"> ▪ Participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area; ▪ Develop physical fitness skills through regular practice, effort and perseverance; ▪ Demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills; 	<ul style="list-style-type: none"> ▪ Demonstrate competency in a variety of physical activities (games, sports, exercises) that provide conditioning for each fitness area; ▪ Combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment; ▪ Implement a personal fitness plan based on self- 	<ul style="list-style-type: none"> ▪ Demonstrate proficiency in selected complex physical activities (games, sports, exercises) that provide conditioning for each fitness area; ▪ Establish and maintain a high level of skilled performance, ▪ Demonstrate mastery of fundamental movement forms and skills that can contribute to daily living

¹ **NOTE:** CR135.4(c)(1) Curriculum requires the following:

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

The instruction and performance of these items can not be accomplished in a totally online format. Only a blended/hybrid format can accomplish the learning standards for physical education.

Blended/Hybrid Online Physical Education Considerations

	<ul style="list-style-type: none"> ▪ Demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component. 	<p>assessment and goal setting;</p> <ul style="list-style-type: none"> ▪ Develop leadership, problem solving, cooperation, and team work by participating in group activities. 	<p>tasks, and analyze skill activities;</p> <ul style="list-style-type: none"> ▪ Make physical activity an important part of their life; ▪ Use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities; ▪ Follow a program that relates to wellness, including weight control and stress management; ▪ Demonstrate competence in leading and participating in group activities engage in appropriate activities to improve or sustain their fitness; ▪ Engage in appropriate activities to improve or sustain their fitness; ▪ Follow a program of activity that relates to wellness, including weight control and stress management.
Performance Indicators – online work	<ul style="list-style-type: none"> ▪ Understand fundamental principles of movement; ▪ Establish personal goals to improve their fitness; ▪ Understand the relationship between physical activity and individual well being. 	<ul style="list-style-type: none"> ▪ Know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints; ▪ Develop a fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity; ▪ Understand the relationship between physical activity and the prevention of illness, disease, and premature death. 	<ul style="list-style-type: none"> ▪ Recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs ▪ Know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness); ▪ Establish a personal profile with fitness/wellness goals.
Sample activities/tasks that must be accomplished	<ul style="list-style-type: none"> ▪ Demonstrate basic motor skills (run, climb, hop), manipulative skills (throw, catch, strike) 	<ul style="list-style-type: none"> ▪ Demonstrate accuracy and distance when throwing at moving targets; 	<ul style="list-style-type: none"> ▪ Demonstrate competence in a variety of physical activities in at least 6 activities and intermediate

Blended/Hybrid Online Physical Education Considerations

<p>in a face-to-face work</p>	<p>and non-locomotor skills (balance, weight transfer) using motor patterns while engaged in a variety of activities;</p> <ul style="list-style-type: none"> ▪ Apply the concepts and principles of human movement to the development of new skills (catching objects while moving, throwing objects using opposition); ▪ Adjust performance of skill as a result of monitoring or assessing previous performance (moves closer to target or changes angle of throw); ▪ Does additional push-ups each day to improve upper body strength, additional stretches to improve flexibility, and additional running to develop cardiorespiratory fitness; ▪ Engage in physical activity and frequent monitoring of pulse rate to reach and maintain a target heart rate for an appropriate amount of time; ▪ Demonstrate appropriate warm-up and cool-down exercises before and after vigorous physical activity. 	<ul style="list-style-type: none"> ▪ Demonstrate a variety of strategies to gain offensive or defensive advantage in a game; ▪ Perform motor/movement skills in a variety of structured games and sport activities requiring the integration of skills (hand/foot dribbling while preventing an opponent from taking the ball); ▪ Self-analyze a skill or strategy in order to improve performance; ▪ Monitor heart rate as a means for determining intensity and duration of activity; ▪ Demonstrate correct form in various physical activities to prevent injury; ▪ Analyze a partner's performance in a movement task. 	<p>to advanced competence in at least 3 activities selected from the categories of aquatics (where available); net/wall sports; target sports; team passing sports; striking/fielding sports; dance/aesthetic activities; outdoor activities; personal performance activities; fitness activities;</p> <ul style="list-style-type: none"> ▪ Demonstrate combinations of mature motor patterns as they apply to a variety of activities, games, and sports; ▪ Analyze their own and others performance through the application of movement principles; ▪ Demonstrate alternative activities and assessments for health-related fitness components; ▪ Demonstrate a variety of skills and activities that can be enjoyed throughout life. ▪ Demonstrate appropriate personal and social responsibility and safety during the performance of games, activities, and sports; ▪ Exhibit personal challenge, decision-making and preparation.
<p>Sample activities/tasks that can be accomplished in an online class</p>	<ul style="list-style-type: none"> ▪ Set personal physical activity goals and track progress toward their achievement. 	<ul style="list-style-type: none"> ▪ Select a variety of activities to improve one or more components of health-related fitness based on a fitness assessment; ▪ Use video taping to assist in self-assessment of a skill 	<ul style="list-style-type: none"> ▪ Design a personal fitness program; ▪ Use video taping to study effectiveness of an offensive/defensive strategy; ▪ Use a video taping to analyze offensive and defensive strategies in games and sports. ▪

Blended/Hybrid Online Physical Education Considerations

Standard 2: A Safe and Healthy Environment Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.			
	Elementary	Intermediate	Commencement
Key Idea	Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.	Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.	Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.
Performance Indicators Face-to-Face	<ul style="list-style-type: none"> ▪ Know and practice appropriate participant and spectator behaviors to produce a safe and positive environment. ▪ Work constructively with others to accomplish a variety of goals and tasks. ▪ Demonstrate care, consideration, and respect of self and others during physical activity. 	<ul style="list-style-type: none"> ▪ Develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others. ▪ Work constructively with others to accomplish a goal in group activity, demonstrating consideration for others involved. ▪ Develop and sharpen leadership and problem solving skills. ▪ Demonstrate proper procedures for safe participating in games. 	<ul style="list-style-type: none"> ▪ Prevent and respond to accidents during games and activities. ▪ Demonstrate responsible personal and social behavior while engaged in physical activities. ▪ Create a positive climate for group activities by assuming a variety of roles. ▪ Demonstrate leadership and problem solving through participation in organized games or activities.
Performance Indicators Online class	<ul style="list-style-type: none"> ▪ Contribute to a safe and healthy environment by observing safe conditions for games, recreation and outdoor activities. ▪ Know how injuries from physical activity can be prevented and treated. 	<ul style="list-style-type: none"> ▪ Understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions and recognize the importance of safe physical conditions (equipment/facilities) as well as the emotional conditions essential for safety. ▪ Understand the physical and environmental 	<ul style="list-style-type: none"> ▪ Know the potential safety hazards associated with a wide variety of games and activities. ▪ Accept physical activity as an important part of life. Self-renewal, productivity as a worker, energy for family activities, fitness, weight control, stress management, and reduction in health-care costs. ▪ Understand the physical, social and emotional

Blended/Hybrid Online Physical Education Considerations

		<p>dangers associated with particular activities.</p> <ul style="list-style-type: none"> ▪ Understand the role of physical activity, sport and games as a balance between cooperative and competitive behaviors. ▪ Understand the physical, emotional, and social benefits of participation in physical activities. 	benefits of physical activity.
Sample Tasks Face-to-Face	<ul style="list-style-type: none"> ▪ Handle equipment safely. ▪ Wear proper attire and protective gear as necessary. ▪ Demonstrate appropriate skill in fundamental movement tasks. ▪ Properly use facilities with attention to safety hazards. ▪ Create a dance with a partner that combines movement to music from a specific culture. ▪ Modify a game so that individuals with less ability may participate more. ▪ Demonstrate self-control and the ability to cope with success and failure. ▪ Take turns in playing various roles in games. ▪ Follow directions to perform safely and correctly. ▪ Accept teammates regardless of ability and treat opponents with respect and courtesy. ▪ Demonstrate practices necessary to insure safe conditions for physical activity. ▪ Demonstrate responsible personal and social behavior while engaged in physical activity. 	<ul style="list-style-type: none"> ▪ Analyze facilities and equipment in the gymnasium and fields for possible safety hazards and demonstrate proper use and care of equipment. ▪ Identify and take precautions to avoid hazards associated with outdoor activities. ▪ In group challenge activities, take various roles in turn (leading and supporting the team) in order to accomplish group goals. ▪ Demonstrate concern for the safety of all others, including opponents, when engaged in competitive activities. ▪ Demonstrate appropriate player and spectator behavior. ▪ Show respect to all players regardless of ability, acknowledging the accomplishments of the other players. ▪ Adhere to rules and conventions of an activity in order to participate in a worthwhile competitive experience. 	<ul style="list-style-type: none"> ▪ Take on the role of a coach, responsible for problem solving and conflict management on behalf of the team. ▪ Demonstrate a sensitivity and respect for all individuals, regardless of ability, gender, or other characteristics. ▪ Practice fairness, self-control, and initiative when assuming the role of captain or official. ▪ Model sportsmanlike behavior.

Blended/Hybrid Online Physical Education Considerations

Sample Tasks Online class	<ul style="list-style-type: none"> Know practices necessary to insure safe conditions for physical activity. 	<ul style="list-style-type: none"> Describe risks and preventive measures associated with being physically active in the extreme heat or cold. Identify safety precautions to avoid hazards associated with outdoor activities. 	<ul style="list-style-type: none"> Plan an activity to provide for the safety of participants, taking into consideration the physical abilities of the participants, the conditions of the facility, and the equipment available. Describe the dangers of overexertion, hypothermia, and heat exhaustion in outdoor activities, with some preventive measures of first aid treatments for all. Identify responsible action and available resources that can be used in the event of an accident or illness incurred during physical activity.
Standard 3: Resource Management Students will understand and be able to manage their personal and community resources.			
Key Idea	Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.	Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.	Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.
Performance Indicators Face-to-Face	<ul style="list-style-type: none"> Demonstrate the ability to apply the decision making process to physical activity. 	<ul style="list-style-type: none"> Demonstrate the ability to locate physical activity information, products and services. 	<ul style="list-style-type: none">
Performance Indicators Online class	<ul style="list-style-type: none"> Know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities during their leisure time. Become discriminating consumers of fitness information, health-related fitness activities 	<ul style="list-style-type: none"> Become informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available. Know some career options in the field of physical fitness and sports. 	<ul style="list-style-type: none"> Recognize their role as concerned and discriminating consumers of physical activities programs and understand the importance of physical activity as a resource for everyone regardless of age or ability. Recognize the benefits of engaging in appropriate physical activities with

Blended/Hybrid Online Physical Education Considerations

	in their communities, and fitness and sport equipment.		others, including both older and younger members of the community. <ul style="list-style-type: none"> Identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements, and job responsibilities of those careers.
Sample Tasks Face-to-Face	<ul style="list-style-type: none"> Apply appropriate decisions for physical activity. 	<ul style="list-style-type: none"> Plan family and community activities. Describe the differences between good-quality equipment and inferior equipment. Describe some career choices in fitness and sports fields, including the required academic training and job responsibilities. 	<ul style="list-style-type: none"> Mentor younger children in sport or recreational activities. Adapt physical activities to accommodate the various interests, ages, or abilities of participants. Demonstrate the ability to access school and community physical activity services for self and others.
Sample Tasks Online class	<ul style="list-style-type: none"> Identify community facilities for recreational activities such as parks, swimming pools, and skating rinks. Identify community programs such as YMCA/YWCA, Boys/Girls Clubs, sport camps, youth sport leagues. Describe how the family influences one's physical activity. Identify community agencies that advocate for physically active individuals, families and communities. 	<ul style="list-style-type: none"> Participate in family and community activities. Participate in community sponsored sports programs. 	<ul style="list-style-type: none"> Examine fitness and health clubs' criteria for quality and service. Analyze media ads and marketing practices for fitness and sports equipment. Plan and participate in activities with other family members and friends, regardless of age or ability. Develop strategies to improve and maintain personal, family and community physical activity. Analyze how the availability of and information about community programs encourages physical participation in physical activity. Investigate a career in the sport or fitness field and research the job responsibility, qualifications and opportunities that exist for professional development.

Sport Coordinator Requests

Wrestling

Certification Waiver Process: Any wrestler who comes out for the team after the team's certification day must apply for a waiver. Waivers are not granted to fall athletes who miss the certification process and deadline due to participation in NYSPHSAA Fall Championship events. A wrestler cannot begin practice until the waiver is approved. The approval date of the waiver starts the 14-day clock for certification.

NFHS Weight Classes: Wrestling will follow the new Federation weight classes with the addition of the 99 lb. weight class: 99, 106, 113, 120, 126, 132, 138, 145, 152, 160, 170, 182, 195, 220, 285.

Selectively Classified Wrestlers: Selectively classified athletes must weigh in excess of:

- 91 lbs. for 99 lb. weight class
- 96 lbs. for 106 lb. weight class
- 185 lbs. for 220 lb. weight class
- 210 lbs. for 285 lb. weight class

9th - 12th graders do not have to make minimum weights.

TO: NYSPHSAA Executive Committee
FROM: Robbie Greene, Handbook Committee
DATE: July 20, 2011
RE: Handbook Committee Minutes



Attendance: Robbie Greene, Carol Rog, Steve Broadwell, Julie Maney, Bonnie Smith, Renee James, Trish Kocialski and Nina VanErk. The meeting was held by telephone conference.

DISCUSSION ITEMS: The Handbook committee discussed the following topics:

1. Transfer Rule – The committee has discussed the inclusion of Selectively Classified students in the Transfer Rule. Feedback was requested from the Executive Committee and the Section Transfer Coordinators. The committee recommends the following language be added to the Transfer Rule.

Transfer Rule – b. “A student who transfers without a corresponding change in residence of his/her parents (or other persons with whom the student has resided for at least six months) is ineligible to participate in any interscholastic athletic contest in a particular sport for a period of one (1) year if as a 9-12 **grade** student participated in that sport, **or as a student in grade 7-8 who participated in that sport at the high school level through the Selection Classification process** during the one (1) year period immediately preceding his/her transfer.”

Rationale for change – Students that have been Selectively Classified are included in the NYSED Duration of Competition regulation because they have entered the high school athletic program. This will further discourage and prevent athletic shopping and recruitment.

The committee also discussed the Academic Advantage Hardship rule change. The implementation of this change was delayed one year by the Central Committee. The Transfer Coordinators will be meeting in the fall to discuss this matter.

2. NYSPHSAA Appeal Procedure – The committee discussed clarifying the language in the appeal procedure to ensure the administrative remedies are exhausted at the Section level before an appeal can be made to the NYSPHSAA Appeal Panel. The committee recommends the following change to letter b. Appeals from the decisions of league presidents and section presidents **shall** be made to the Athletic Council **or its designated appeal panel** which will review the evidence, may hear arguments, and shall have the power to affirm, reverse, or modify the decisions of the league or section president.

FUTURE MEETING

October 11, 2011 - TUESDAY – 10:00 CONFERENCE CALL

NYSPHSAA Safety Committee Report

Presented by Todd Nelson
August 2011

Concussion Management

In June 2011, the New York State Senate and Assembly each passed the "Concussion Management and Awareness Act". As of July 2011, Governor Cuomo had not signed the bill into law. When the bill is signed it will go into effect on July 1st succeeding the signing. Below are the highlights of the bill that was passed.

- NYS Education Department and the Department of Health will develop rules and regulations that public schools will have to follow regarding concussions. The NYSPHSAA will be part of a group of stakeholders that will have input regarding those rules and regulations.
- A course of instruction on concussion management will be required to be completed by all coaches, physical education teachers, nurses, and athletic trainers on a biennial basis. The course will include a definition of concussions, signs and symptoms of a concussion, how those injuries occur, practices for prevention, and guidelines for return to school and play.
- The Department of Health and SED will post information on their website regarding concussion management. Schools will be required to provide similar information to all parents and players.
- Student athletes will be required to be removed from athletic activities if there is a suspected concussion. No student will be able to resume any athletic activity until symptom free for no less than 24 hours. In order to begin athletic activity, the student must have a written and signed authorization from a licensed physician.
- Each school district will be authorized to develop a concussion management team. The team may be composed of the athletic director, school nurse, school physician, a coach, athletic trainer, and other appropriate personnel.

Minimum Weight Certification Program

We have been working with the National Wrestling Coaches Association over the past two seasons to have results posted on their website through the Optimal Performance Calculator. During this time, we explored the option of directly posting our results from the minimum weight certification program onto their website. We have worked out the details with the NWCA and would like to proceed with posting the data results from our minimum weight certification program directly onto the NWCA website. The only change we will have to make in the process is the following: Each assessor will have to take three measurements at each one of the skin fold sites. The current process only requires a third measurement if the first two measurements had a difference of .5 or greater. **The NYSPHSAA Wrestling Advisory Committee is recommending requiring a third measurement to all skin fold sites and to input the data using Optimal Performance Calculator on the NWCA website.** Action requested.

Wrestling Skin Infection Form

The NFHS has changed the language of their skin infection rule to read "designated on-site meet appropriate health care provider". The Wrestling Committee, Wrestling Advisory Committee and the Safety Committee all recommend that a note be added to our skin infection form that states **"For NYSPHSAA member schools an appropriate health care provider is defined as a licensed physician, physician assistant, or nurse practitioner"**. We are recommending approval of the attached form. Action Requested.

Early Season Climate Acclimatization

During the NFHS Summer Meeting in Philadelphia, I was able to attend a workshop on early season acclimatization for our student athletes. With many of our practices beginning in the middle of August, prevention of heat related illnesses should be addressed by all athletic administrators, coaches, athletic trainers, players, and parents. Heat related illnesses can be prevented if coaches and players take the necessary steps to provide a safe and productive practice situation. Below are some concepts that should be taken into account during early season practice sessions.

- **Safety and Performance go hand in hand** – If student athletes are put into a safe environment during practice and competitions, their performance will be greater than students that are in unsafe environments. Too many coaches feel that performance has to be sacrificed in order to be safe, this is not true.
- **Too much too fast** – Coaches feel that they have to condition their athletes to peak endurance the first couple of days of practice. A players conditioning CANNOT be rushed by the coach. This type of mentality is where the students are most susceptible to heat related illnesses. Please do not over condition your athletes the first week of practice.
- **Body temperature** – A player's body temperature actually increases after the workout stops. Please monitor athletes especially following a workout. Proper cool downs are vital to avoid heat related illnesses.
- **Proper Hydration** – Encourage all athletes to be properly hydrated before practice begins. Recommend to athletes to avoid soda and other caffeinated drinks before and after practice. Ensure that adequate watering stations are available during the entire practice. It is highly suggested that water soaked towels and a cooling station be available in case of a heat related illness.

NYSPHSAA Heat Index Procedures: A reminder that the Heat Index Procedures that have been adopted by the Executive Committee can be found at www.nysphsaa.org. Below are the recommendations and requirements based on the RealFeel temperature according to AccuWeather.com.

	Hourly RealFeel (Heat Index) under 79 degrees	Full activity. No restrictions
R E C O M M E N D E D	Heat Index Caution: Hourly RealFeel (Heat Index) 80 degrees to 85 degrees	Provide ample water and multiple water breaks. Monitor athletes for heat illness. Consider reducing the amount of time for the practice session.
	Heat Index Watch: Hourly RealFeel (Heat Index) 86 degrees to 90 degrees	Provide ample water and multiple water breaks. Monitor athletes for heat illness. Consider postponing practice to a time when Hourly RealFeel temp is lower. Consider reducing the amount of time for the practice session. 1 hour of recovery time for every hour of practice (ex. 2hr practice = 2hr recovery time).
	Heat Index Warning: Hourly RealFeel (Heat Index) 91 degrees to 95 degrees	Provide ample water and water breaks every 15 minutes. Monitor athletes for heat illness. Consider postponing practice to a time when Hourly RealFeel temp is much lower. Consider reducing the amount of time for the practice session. 1 hour of recovery time for every hour of practice (ex. 2hr practice = 2hr recovery time). Light weight and loose fitting clothes should be worn. For Practices, only Football Helmets should be worn. No other protective equipment should be worn.
REQUIRED	Heat Index Alert: Hourly RealFeel (Heat Index) 96 degrees or greater	No outside activity, practice or contest, should be held. Inside activity should only be held if air conditioned.

NEW YORK STATE PUBLIC HIGH SCHOOL ATHLETIC ASSOCIATION
STATE COMMITTEE FOR MODIFIED ATHLETICS
GRADES 7, 8, 9

REPORT TO THE CENTRAL COMMITTEE

August 2-4, 2011

High Peaks Resort

Lake Placid, New York

State Coordinators:

Judy Salerno

James Rose

The Modified Committee met on October 15, 2010 and April 1, 2011 at the NYSPHSAA office in Latham, New York.

The Modified Committee presentation – “Cutting Costs, Not Modified Programs” - at the NYSA AAA Conference was very well attended.

Items passed during the 2010-2011 year:

Beth Staropoli was approved as the Modified Girls' Lacrosse Sport Coordinator.

Modified Softball and Baseball

The “mercy rule” in Modified softball and baseball was approved.

Modified Boys' and Girls' Volleyball

With Sectional/League approval, the service line may be moved into the court, at a distance not to exceed 2 meters from the regulation service line.

Modified Boys' and Girls' Soccer

The requirement of a goalie helmet has been eliminated.

Request for Early Fall Modified Starting Dates:

Section 5

Fall, Football: August 29, 2011

Wayne County: Winter I, Boys' Basketball: October 24, 2011

Livingston County: Winter I, Girls' Basketball and Wrestling: October 24, 2011

EDITORIAL CHANGES:

Modified Wrestling

Modified Wrestling Game Rule #1 (Program 1) sentence 3, as follows:

(Reference: NYSPHSAA Handbook, page 154)

Optional classes may be 74, 165 (instead of 158), and unlimited classes with contestants competing weighing within 10 pounds of each other. A minimum weight of 67 pounds will be required to compete in the optional 74 pound weight class.

Extended Playing Time

Extended Playing Time Rule

(Reference: NYSPHSAA Handbook, page 131, beneath chart)

In boys' and girls' lacrosse and in girls' field hockey, if a team has only one goal keeper, that goal keeper may play in all 4 Quarter Extended Play or in all periods of 5 Periods Play. Except for the goalkeeper, the "time" allocated for the game will not be extended. All players except for the goal keeper will follow 4 quarter or 5 period extended playing time format and are therefore only eligible to play 3 periods.

Need for Modified Girls' Gymnastics Sports Coordinator

The modified committee is in need of a modified girls' gymnastics sport coordinator. Please let us know of any potential candidates.

Action Item for the Fall 2011 Modified Meeting:

The 3-point shot rule in Modified Boys' and Girls' Basketball which is not used at the modified level at this time will be discussed at the Fall meeting.

Committee Meetings for 2011-2012:

The Modified Committee will meet on Friday, October 14, 2011 and Friday, March 30, 2012 in the NYSPHSAA office.