

Physical Education Plan

2019-20

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WALTON CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION PLAN

1. Physical Education Plan

A. Program Goals and Objectives

a.1: Goals:

1. Students will develop and maintain a high level of physical fitness.
 - a. Student outcomes: Students in physical education at Walton CSD will:
 - i. Develop cardiovascular strength and endurance.
 - ii. Develop muscular strength and endurance.
 - iii. Develop flexibility and agility.
 - iv. Understand the relationship of weight control and physical activity.
2. Students will develop psychomotor skills.
 - a. Student outcomes: Students in physical education at Walton CSD will:
 - i. Develop gross motor skills
 - ii. Develop fine motor skills
 - iii. Develop appropriate developmental motor activities
 - iv. Develop sports skills and lifetime activities
3. Students will develop a knowledge and understanding of physical education.
 - a. Student outcomes: Students in physical education at Walton CSD will:
 - i. Develop an understanding of the basic principles of physiology of exercise.
 - ii. Understand how scientific principles apply to one's movement.
 - iii. Understand the cognitive components of sport, game and dance.
4. Students will develop positive attitudes and behaviors.
 - a. Student outcomes: Students in physical education at Walton CSD will:
 - i. Develop good sportsmanship
 - ii. Develop cooperation and teamwork
 - iii. Develop an appreciation for regular physical activity
 - iv. Develop leadership skills
 - v. Recognize one's strengths and weaknesses as well as those of others
 - vi. Develop a positive self concept

a.2 Curriculum: Walton CSD physical education curriculum includes activities or experiences of sufficient variety in each of the following: (These are modified to meet the developmental appropriateness of the students.)

Team Sports:

Basketball

Soccer

T-ball

Kickball

Touch/Flag Football

Softball

Ultimate Games (i.e. Frisbee, football, etc.)

Lacrosse

Volleyball

Floor Hockey

Field Hockey

Adventure Activities

Team Handball

Speed Ball

Tag Games (Capture the Flag)

Individual Sports:

Dance
Fitness Testing
Track & Field
Yoga

Racquet Sports:

Tennis
Racquetball
Table Tennis
Pickle Ball
Badminton

Lifetime Sports:

Fitness Fundamentals
Aerobic Activities
Strength Training
Hiking/Orienteering
Snow Shoeing
Golf
Archery
Bowling

B. Required Instruction

In New York State physical education is required for all students K-12; as specified in Section 135.4 of the Commissioner’s Regulations. The instructional requirements are:

- a. All pupils in grades k-3 shall participate in the physical education program on a daily basis. All pupils in grades 4-6 shall participate in the physical education program not less than three times each week. The minimum time devoted to such programs shall be at least 120 minutes in each calendar week.
- b. Secondary instruction program – grades 7 through 12. All secondary pupils shall have the opportunity for regular physical education, but not less than three times per week in one semester and two times per week in the other semester.

Students in ungraded programs must receive physical education at a duration and frequency specified for their grade-level peers in the Regulations of the Commissioner.

- Kindergarten: Meets every day for 25 minutes
- First: Meets every day for 25 minutes
- Second: Meets every day for 25 minutes
- Third: Meets every day for 25 minutes
- Fourth: Meets two days a week for 40 minutes and one day a week for 20 minutes
- Fifth: Meets two days a week for 40 minutes and one day a week for 20 minutes
- Sixth: Meet every other day for 36 minutes
- Seventh: Meet every other day for 36 minutes
- Eighth: Meet every other day for 36 minutes
- Ninth: Meet every other day for 38 minutes
- Tenth: Meet every other day for 38 minutes
- Eleventh: Meet every other day for 38 minutes
- Twelfth: Meet every other day for 38 minutes

C. Curriculum and Required Instruction

c.1: Adapted Physical Education

Walton Central School has adaptive physical education classes when the student Individualized Education Plan (IEP) states that it is necessary. Special education students/adaptive physical education students are integrated into the regular physical education classes with the assistance of an aide as appropriate. In the

event that physical education is not appropriate for the student he/she will be enrolled in an adaptive physical education program.

[Appendix 1 – Curriculum Snapshots](#)

D. Attendance Policy

The policy of the Walton Central School District is that all students must participate in scheduled physical education classes unless illness or physical incapacity prevents him/her from participating. Walton CSD may accept a parent note to excuse their child from gym/recess for one day. After that, parents must provide the school with a medical excuse. Contact will be made to parents/nurse after 3 parental medical notes to ensure state participation guidelines are met. In cases of head injury/concussion, the school physician will make final decisions about return to play or activities.

If a student is unable to participate in physical education, that student is also unable to participate in recess, activity time, or extracurricular sports. A health care provider’s note is required to resume PE, recess, activity time, or extracurricular sports. If there are limitations, the physician/provider must submit a certificate of limitations indicating what type of activity the student may do. This should be done either yearly or as needed if this is a long term disability.

***Short-Term Medical (one week or less) and unprepared students**

In 6-12 grades, any day a student is out with a medical excuse the student is to participate as an official/referee, manager (helps with equipment), time keeper, or score keeper. If the student is not physically in the class and is out on medical the student can complete one of the assignments from the long term medical rubric. (Modification up to teacher’s discretion may be acceptable in some circumstances)

***Long-Term Medical (one week or more) and unprepared students**

If it is acceptable and safe based on the students' injury, then the student will need to attend and complete one of the assignments from the following rubric.

How To Make Up A Physical Education Absence

Article Write Up

<p>Article/ news link must be included</p> <p>Choose a news article that is up to date (within 6 months) and is about physical education, sports, recreational activities, health, etc.</p>	<p>/1 point</p>
<p>Article Summary & Your opinion of the article</p> <p>- must be in your own words -must be double spaced -must be 250 (+) words</p>	<p>/4 points</p> <p>*1 article write up counts toward 1 absence *Must include date you were absent</p>

Run A 5K(+)

Run a 5K, Half Marathon, Marathon, Triathlon, etc. Must show proof - at least one -Race Number -Race Prize (trophy, medal, t-shirt) -Photo of you running in the race	Counts toward 2 absences
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Attend A Walton CSD Sporting Event

Go to any Walton sporting event and describe what happened in 250 (+) words. Thing to include: Final score, which teams are playing, what the sport is, where the sport is being played, time the event started/ended, any major plays happen, injuries, sportsmanship misconduct, etc.	/5 Points *Must include date you were absent
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Class Sign Up

When available sign up for an empty spot with one of the PE teachers	/5 Points *Must include date you were absent
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All students are allowed one absence per quarter and one band/chorus lesson absence per quarter that they are not required to make up. If a student is absent for more than one class per quarter then he/she is required to complete the minutes that are missed, from the rubric above. A missed class will include absence from school, a field trip, a doctor's appointment, and etc. An exception to this would be when a student is participating in a school sponsored athletic event that requires the student to miss physical education class.

E. Grading Policy

These grades are based on a weekly grading policy, which will accrue to be 80 percent (80%) of their quarterly grade. The remaining 20 percent (20%) of their grade will include: 10 percent (10%) skill-based assessment, and 10 percent (10%) cognitive assessment.

*A student will receive a zero in all categories if he/she is asked to leave/removed from the class at any time for behavior issues.

e.1: Elementary School:

Effort/Participation

- 5: The student exceeds grade level expectations daily
- 4: The student performs above grade level on routine basis
- 3: The student performs at grade level
- 2: The student performs inconsistently and needs additional support
- 1: The student is performing inconsistently, even with additional support

Preparedness

- 5: The student is prepared consistently and exceeds expectations
- 4: The student is prepared consistently
- 3: The student is unprepared inconsistently but can still participate
- 2: The student is unprepared inconsistently
- 1: The student is unprepared consistently

Sportsmanship

- 5: The student exceeds teacher's expectations daily in regards to respect for self, classmates, teacher, and equipment in the form of leadership, sportsmanship, cooperation, and safety
- 4: The student performs above grade level on a routine basis and displays respect for self, classmates, teacher, and equipment in the form of leadership, sportsmanship, cooperation, and safety
- 3: The student is at grade level while consistently showing respect for self, classmates, teachers, and equipment in the form of leadership, sportsmanship, cooperation and safety
- 2: The student inconsistently demonstrates inappropriate and/or disruptive behavior towards classmates, teacher, and equipment; lacks the qualities of leadership, sportsmanship, cooperation and safety
- 1: The student refuses to cooperate, and is disrespectful and unsafe towards classmates, teachers, and equipment

Skill

- 5: The student exceeds grade level expectations daily and has the ability to apply physical skills, knowledge, and rules appropriate to the activity
- 4: The student performs above grade level on a routine basis and has the ability to apply physical skills, knowledge, and rules appropriate to the activity
- 3: The student is at grade level by demonstrating some of the physical skills, knowledge, and rules required to perform the activity
- 2: The student inconsistently demonstrates the physical skill, knowledge, and rules necessary to perform the activity and needs additional support
- 1: The student inconsistently shows the physical skill, knowledge, or application of rules for the activity even with additional support

Fitness

- 5: Student exceeds grade level expectations daily towards improving physical fitness in the areas of cardiovascular endurance, strength, and flexibility
- 4: The student performs above grade level on a routine basis towards improving physical fitness in the areas of cardiovascular endurance, strength, and flexibility.
- 3: The student performs at grade level and shows effort towards improving physical fitness in the areas of cardiovascular endurance, strength, and flexibility.

2: The student performs inconsistently and needs additional support while showing minimal effort toward improving physical fitness in the area of cardiovascular endurance, strength, and flexibility.

1: The student performs inconsistently even with additional support and does not show any effort toward improving physical fitness in the areas of cardiovascular endurance, strength, and flexibility.

e.2: Middle School/High School:

Effort/Participation

3: The student exhibits maximum effort to the best of their ability.

2: The student participates in the entire period.

1: The participation/effort in the activity is minimal.

0: The student does not participate in class.

Preparedness

3: The student is prepared with the appropriate physical education attire.

2: The student is partially prepared with the appropriate physical education attire.

1: The student is not prepared but able to participate during physical education class.

0: The student is not prepared and is not able to participate during physical education class.

Sportsmanship

3: The student displays respect for self, classmates, teacher, and equipment in the form of leadership, sportsmanship, cooperation, and safety while using appropriate language.

2: The student does not consistently show respect for self, classmates, teacher, and equipment in the form of leadership, sportsmanship, cooperation and safety, while using appropriate language.

1: The student demonstrates inappropriate and/or disruptive behavior towards classmates, teacher, and equipment; lacks the qualities of leadership, sportsmanship, cooperation and safety while sometimes using appropriate language.

0: The student refuses to cooperate, and is disrespectful and unsafe towards classmates, teachers, and equipment while not using appropriate language.

Skill

3: The student has the ability to apply physical skills, knowledge, and rules appropriate to the activity.

2: The student demonstrates some of the physical skills, knowledge, and rules required to perform the activity.

1: The student seldom demonstrates the physical skill, knowledge, and rules necessary to perform the activity.

0: The student does not show the physical skill, knowledge, or application of rules for the activity

Fitness

3: The student consistently shows effort towards improving physical fitness in the areas of cardiovascular endurance, strength, and flexibility.

2: The student shows some effort towards improving physical fitness in the areas of cardiovascular endurance, strength, and flexibility.

1: The student shows minimal effort toward improving physical fitness in the area of cardiovascular endurance, strength, and flexibility.

0: The student does not show any effort toward improving physical fitness in the areas of cardiovascular endurance, strength, and flexibility.

*In 6-12 grade there will be a skill and/or written test given four times per year. These will also count towards a percentage of their grade.

*If a student is absent for an entire week, the student will receive 0 points on their weekly assessment grade, since there could not be any assessments done. The student must meet with his or her PE teacher to find out what material should be included in the writing assignment, in order to make up the lost points on the weekly assessment. Once that assignment is submitted, the teacher will review the weekly grade and make any necessary adjustments.

*Any absence, other than the one free miss per quarter, that is not made up by a written assignment will result in zero points in the weekly assessment. If the absence (or absences) occurs during the final week of a quarter the student can receive an incomplete and have one additional week in which he/she may make up the absence(s). Please refer to the attendance policy above to see the stipulations that are required for attendance."

e.3: For All Grade Levels (K-12):

Appropriate attire will include:

Athletic style shorts or sweatpants according to the schools dress code policy

An athletic top that is in accordance with the schools dress code policy

Athletic shoes that Velcro or tie and are laced properly must be worn

Inappropriate attire will include:

Hats Inside (Allowed for certain activities outside)

Bandanas

Jewelry

Tank Tops

Sandals

Dress Style Shoes

Electronic Devices (All electronic devices found on you during physical education class will be immediately confiscated and turned in to the office.)

Cognitive Assessment:

A form of assessment given to assess the students' knowledge based on a previous unit of study. (Example: Rules assessment of a particular sport)

Psychomotor Assessment:

A form of assessment will be given to assess the students' ability level based on a unit of study. (Example: Skill assessment of a particular sport)

F. Facilities

Facilities	Afterschool Activities	Physical Education	Interscholastic Sports	Community
HS Gymnasium	X	X	X	X

Facilities	After school Activities	Physical Education	Interscholastic Sports	Community
MS Gymnasium	X	X	X	X
Track	X	X	X	X
Hiking Trails	X	X	X	X
Weight Room	X	X	X	X
Tennis Courts		X	X	X
Softball Field		X	X	X
Baseball Fields		X	X	X
Soccer Fields		X	X	X
Field Hockey Fields		X	X	X
Football Fields		X	X	X
Townsend Gymnasium	X	X	X	X
Townsend Playroom	X	X	X	X
Playground		X		X
Soccer Field		X	X	X
Townsend Outdoor Basketball Court				X

[Appendix 2 – AED Locations](#)

G. Administrative Procedures/Policies

The K-12 curriculum has been revised and updated as of this document. The revision process will continue yearly. There shall be continuous evaluation of the instructional program and assessment of individual pupil needs and progress.

Evaluation and Testing:

Physical fitness will be measured through results of data provided by administration of the criteria and instruments provided by the President's Council on Physical Fitness and various other health and fitness indicators. The Presidential Fitness Test includes the areas of: cardiovascular endurance (pacer test), flexibility (sit and reach test), abdominal strength (curl-up test), upper body strength (push-up test), body mass index (BMI) test, maximal oxygen update (VO₂ max) and trunk lift.

Class Sizes and Grouping:

Class sizing is determined by administrative oversight as well as WTA teachers' contract teaching load specifications. We recommend class sizes based on best practice and research, and provide maximum effectiveness. Final decisions regarding class size and placement rest with the building principal.

Use of Non-School Facilities:

Austin Lincoln Park is used for soccer, softball and baseball

Use of Student Teachers or Non-Certified Personnel:

The administration will cover physical education classes in the following order:

- Another certified physical education teacher, or
- Another certified teacher, or
- District approved substitute teacher

Reporting:

Periodic reports regarding the status and progress of equivalent programs which have been approved by the commissioner shall be filed with the Division of Physical Education, Fitness, Health, Nutrition and Safety Services as requested. Appropriate cumulative records shall be maintained which cover the essential features of the physical education program for each pupil, and when a pupil transfers to another school, such records -shall be transferred with the student's transcript.

[Appendix 3 – Athletic Code of Conduct](#)

[Appendix 4 – NYSPHSAA Heat Index & Wind Chill Procedures](#)

[Appendix 5 – Adoption of Plan](#)

APPENDICES

Appendix 1: Curriculum Snapshots

Course Title Elementary Physical Education

Subject Physical Education Grade Level K-5 Teacher Amanda Gabriel

Type of Course Length/ credits Prerequisites None

Course Description
 In K-5 Physical Education, we strive to give students a foundation of knowledge and skills that they can use to engage in physical activity. We attempt to give them an active, caring, supportive, and nonthreatening atmosphere that they can be challenged in and achieve success.

Related Next Gen Core State standards

Essential Learning Targets	Measurable Evidence of Success
Psychomotor Skills	Recorded Observation
Affective Skills	Recorded Observation
Cognitive Skills	Recorded Observation

Textbook Not Available

Course Title

Subject Grade Level Teacher

Type of Course Length/ credits Prerequisites

Course Description

Related Next Gen Core State standards

Essential Learning Targets	Measurable Evidence of Success
Psychomotor Skills	Recorded Observation
Affective Skills	Recorded Observation
Cognitive Skills	Recorded Observation

Textbook

Course Title **Middle School Physical Education**

Subject PE Grade Level 6-8 Teacher Megan Loomis, Parker Curley, Michelle Castle

Type of Course Mandated Length/ credits Semester, .5 Prerequisites None

Course Description Our middle school PE curriculum educates students on lifetime skills that range from individual activities to competitive and noncompetitive team sports. Students will develop a knowledge and understanding of sport and lifetime skills. Students will also develop positive sportsmanship, cooperation, leadership skills and appreciation for physical education.

Related Next Gen Core State standards Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources.

Essential Learning Targets	Measurable Evidence of Success
Psychomotor Skills	Recorded Observation
Affective Skills	Recorded Observation
Cognitive Skills	Recorded Observation

Textbook Not Available

Course Title **High School Physical Education**

Subject PE

Grade Level 9-12

Teacher Megan Loomis, Parker Curley,
Michelle Castle

Type of Course Mandated

Length/ credits Semester, .5

Prerequisites None

Course Description Our high school PE curriculum educates students on lifetime skills that range from individual activities to competitive and noncompetitive team sports. Students will develop a knowledge and understanding of sport and lifetime skills. Students will also develop positive sportsmanship, cooperation, leadership skills and appreciation for physical education.

Related Next Gen Core State standards <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/new-york-physical-education-learning-standards.pdf>

Essential Learning Targets	Measurable Evidence of Success
Psychomotor Skills	Recorded Observation
Affective Skills	Recorded Observation
Cognitive Skills	Recorded Observation

Textbook Not Available

Appendix 2: AED (Automated External Defibrillator) Locations

AED's are located in each building as well as practice facilities.

In the high school, there is an AED located directly outside of the nurse's office on the first floor, and an AED located on the second floor of B Wing at the top of the main staircase.

The middle school AED is located outside of the middle school office right next to the elevator.

The elementary school AED is located on the first floor outside of the nurse's office.

The AED for the high school practice fields is located in the football storage shed.

As a district, we are mandated to have an AED provider on site at all athletic contests. Since all coaches are trained and certified in administering the AED, the coach would be considered the AED provider.

Appendix 3: Athletic Code of Conduct

Participation in the Walton Central School athletic program is a privilege, and student-athletes are expected to behave in a manner that will reflect positively on their teams and on their school. Behaviors that violate these expectations and reflect poorly on the student-athlete, athletic program, and school will be met with proportional consequences.

Such behaviors will be identified at the discretion of the Board of Education as outline in the District Code of Conduct. Student-athletes who fail to meet these expectations will jeopardize their participation in the Walton athletic program. Student-athletes may be suspended or removed from the athletic program for school-related and non-school related offenses, as determined by the athletic director and principal according to the guidelines set forth below. Suspensions may carry over from one season to the next, including from the spring athletic season of one school year to the fall athletic season of the next school year.

When a suspension is assigned based upon a percentage of the maximum regular season contests allowed in the specific sport and carries over to the next season, the athletic director and principal will determine the conversion of the length of suspension based upon the maximum allowed regular season contests in each sport. The following shall constitute prohibited behaviors and consequences for violations. Consequences are specified; however, the board of education and/or administration shall retain the right to exceed any consequences depending on the seriousness of the offense.

Consequences for Breaking the Code of Conduct

The consequences for breaking the code of conduct can range from a game suspension to a year suspension from participation, based on the nature of the misconduct, the level of its severity, and the number of times it occurs. Should the student-athlete at that time be found to have broken the code of conduct, the administrator will handle the consequences as outlined below.

Training Rules

Student-athletes on interscholastic teams at Walton will refrain from the use and/or possession of alcohol, tobacco products, drugs, illegal performance-enhancing substances, vapes, vaping paraphernalia, electronic cigarettes, and other illegal, non-prescription drugs not used as intended.

The following sanctions will be recommended for violations

Penalty for Violation (During A Sports Season)

1st Offense: Suspension from participation in 25% of the regularly scheduled contests of the team on which he/she is playing. Student is ineligible for practice, games and attendance at the team's events during this time.

2nd Offense: Suspension from participation in 75% of the regularly scheduled contests of the team on which he/she is playing. Student is ineligible for practice, games and attendance at the team's events during this time.

3rd Offense: This will end an athlete's eligibility at Walton.

NOTE: If not enough regular season games are left, then the penalty will carry over to the postseason and/or the athlete's next sports season. The athlete will miss games equivalent to the percentage of the season during which the violation occurred.

NOTE: Violations of the Code of Conduct are cumulative from season to season and year to year throughout the student athlete's high school career. In-season or out of season violations still move the athlete up the discipline ladder.

Behavior Unbecoming a Walton Student-Athlete

All of our student-athletes are expected to behave in a manner that will reflect positively on their teams and on their school. As representatives of the athletic program and the school district, it is the responsibility of the student-athletes to make positive decisions at school and in the community.

Behaviors that violate these expectations and reflect poorly on the student-athlete, athletic program, and school will be met with proportional consequences. Such behaviors will be identified at the discretion of the athletic director and principal but may include pictures of using and/or possession of alcohol, tobacco products, drugs, illegal performance-enhancing substances, vapes, or electronic cigarettes, as well as bullying, harassment, hazing, vandalism, theft, assault, and illegal acts resulting in police involvement. Offenses of this nature will be evaluated on an individual basis and may result in suspension or removal from the athletic program, as determined by the athletic director and principal.

Implementation of Suspension

Suspensions will commence immediately from the time an athlete is determined to be in violation of the regulations and all subsequent penalties will carry over from year to year throughout the student athlete's high school career.

Appeal Process

The parent must contact the superintendent to initiate an appeal within seven days of suspension. The superintendent will communicate a decision on the appeal within 5 days. The decisions of the superintendent regarding athletic suspension are final and may not be appealed.

NOTE: All suspensions **will** stay in effect during the appeals process.

Other Disciplinary Actions

Any student placed on In-School Suspension or Out-of-School Suspension will be ineligible to play or practice on the day of suspension. The student may not attend games or practices on any day on which he/she is on In-School or Out-of-School Suspension. Conduct that leads to ISS or OSS will be subject to review by the athletic director, principal or his designee.



Appendix 4: NYSPHSAA Heat & Wind Chill Procedures

HEAT INDEX PROCEDURES

Administration of Heat Index Procedures:

- Feels Like Temperature (Heat index) or THI using a Wet Bulb indicator on the field will be checked 1 hour before the contest/practice by a certified athletic trainer, athletic director, or school designee when the air temperature is 80 degrees (Fahrenheit) or higher.
- Download WeatherBug app to your phone or log into www.weatherbug.com. Schools may also use a Wet Bulb indicator on the field that will be used.
- Enter zip code or city and state in the location section of the app or on-line or determine the THI by using a Wet Bulb indicator.
- If the Feels Like temperature (heat index) or the Wet Bulb Indicator is 90 degrees or above, the athletic trainer, athletic director, or school designee must re-check the Feels Like temperature (heat index) or Wet Bulb indicator at halftime or midway point of the contest. If the Feels Like temperature (heat index) or Wet Bulb indicator is 96 degrees (Fahrenheit) or more, the contest will be suspended.

Please refer to the following chart to take the appropriate actions:

	Feels Like Temp(Heat Index) or Wet Bulb indicator under 79 degrees	Full activity. No restrictions
R E C O M M E N D E D	Heat Index Caution: Feels Like Temp (Heat Index) or Wet Bulb indicator 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: Feels Like Temp (Heat Index) or Wet Bulb indicator 86 degrees to 90 degrees	Provide ample water and multiple water breaks. Monitor athletes for heat illness. Consider postponing practice to a time when Feels Like 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: Feels Like Temp (Heat Index) or Wet Bulb Indicator 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 Feels Like 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: Feels Like Temp (Heat Index) or Wet Bulb indicator 96 degrees or greater	No outside activity, practice or contest, should be held. Inside activity should only be held if air conditioned.



WIND CHILL PROCEDURES

Administration of Wind Chill Procedures:

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

Please refer to the following chart to take the appropriate actions:

	Feels Like Temp (wind chill) above 40 degrees	Full activity. No restrictions
R E C O M M E N D E D	Wind Chill Caution: Feels Like Temp (wind chill) 39 degrees to 20 degrees	Stay adequately hydrated. Notify coaches of the threat of cold related illnesses. Have students and coaches dress in layers of clothing.
	Wind Chill Watch: Feels Like Temp (wind chill) 19 degrees to 10 degrees	Stay adequately hydrated. Notify coaches of the threat of cold related illnesses. Have students and coaches dress in layers of clothing. Cover the head and neck to prevent heat loss.
	Wind Chill Warning: Feels Like Temp (wind chill) 9 degrees to -10 degrees	Stay adequately hydrated. Notify coaches of the threat of cold related illnesses. Have students and coaches dress in layers of clothing. Cover the head and neck to prevent heat loss. Consider postponing practice to a time when the Feels Like temp is much higher. Consider reducing the amount of time for an outdoor practice session.
REQUIRED	Wind Chill Alert: Feels Like Temp (wind chill) -11 degrees or lower	No outside activity, practice or contest, should be held.

Special Note: Alpine Skiing will be exempt from this policy and will follow the regulations of the host ski center where the practice or event is being held.

Approved May 1, 2010
Updated July 27, 2016

Appendix 5: Adoption of Plan

Adopted by the Walton Central School District Board of Education on: January 21, 2020

Minutes of Board of Education meetings and appropriate resolutions are kept by the District Board of Education Clerk.