



Anne Mackey Awards Dinner 2010



COA

ADMINISTRATIVE TIMES



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Ellis Champlin Award



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NYS Director of the Year

WINTER/SPRING 2011

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PRESIDENT'S MESSAGE. . .

Fritz Kilian

We are in challenging times. Now more than ever, your leadership is needed by your community. Your teachers, colleagues, community members, and most importantly, the students in your school district, are looking for you to provide that leadership. Attending this November's COA conference will allow you to attend beneficial workshops, gain advocacy strategies, and put you in a position to network with colleagues across New York State.

As a member of COA, I am challenging you to reach out to a director who is not a member. Additionally, I am challenging you to encourage that director to attend this year's conference. Why? So that every director will have the opportunity to attend our state conference, to gain knowledge that will benefit their school district, and to gain valuable knowledge, when implemented, will improve the education of our children.

Think of the problems of our schools today...lack of character, childhood obesity, bullying, lack of resources, low test scores.....as schools struggle to overcome these obstacles I urge you to re-visit the New York Learning Standards in Health and Physical Education.

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 Social Responsibility: 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.

*The answers to the problems in our schools **can** be found in our
New York State Learning Standards.*

Now is the time to promote these learning standards to your central office administration, building principals, board of education, and community. Your health and physical education programs may not be able to remedy every problem, but in times like these, we must show how we can play a leading role in working to solve these problems.

All of you do valuable work for your school district and community. I encourage you to attend our conference on November 16-17, 2011 at the Turning Stone Resort for two days of professional growth and collegiality. I look forward to seeing you there!

Fritz

"Spring Into Growth" is our theme for promoting COA membership this spring season. We encourage you to join or renew membership. Contact your COA Rep for the COA Membership Brochure.

This spring is an excellent time to hold a Zone Directors' Meeting to brainstorm solutions to the many challenges we face in an attempt to maintain strong health and physical education programs. In our history, we have not seen a time when combining forces to promote and save health and physical education has been more important. We must have strength in numbers! The COA will help each director to be a dynamic leader for our profession and save programs.

Have a great spring season, the season to "Spring Into Growth!"

Sincerely,

Lloyd Mott, Executive Director COA/NYSAHPERD

EDITOR'S COLUMN...

This current school year has already been one of the most challenging for school districts in decades. We have both financial and political issues that threaten the future of education in New York State. The reality of these issues became quite obvious to me last week, as it probably has for you, too.

In my own school district, we recently had an administrative meeting with all district administrators present. Our superintendent announced all of our personnel reductions, including six administrators. Soon after announcing the layoffs, he went to Albany with other area superintendents to lobby against the proposed changes to state aid for school districts.

That same week, I was on the phone with a parent who could not quite understand why our physical education classes were not graded as pass / fail. His son missed the honor role by less than one point, and it was because of the grade he received in "gym." (PE is included in the GPA.) While this is not necessarily a time sensitive issue related to the budget concerns, it does connect to the misunderstanding of physical education and its importance in our schools, especially when budget reductions are eminent.

This past week, in my school district, we continued to work on grading, especially on our attempt to grade in a standards based system. The state assessment CD has many assessment examples that we can use in our own district. In addition to a skill or task assessment, I have found many examples of participation assessments (rubrics). We have included an example from Argyle CSD in this issue of the Administrative Times.

Before the week was over, I was watching the news and heard that the Rochester City School District is facing an 80 million dollar deficit. What will districts cut? The news reporter said physical education, and possibly art and music.

Are we in trouble with our mandates? SAANYS has been provided the opportunity to work with Senior Advisor Lawrence Schwartz, a member of Governor Cuomo's cabinet, to identify currently mandated reports, applications and procedures that consume school/district/BOCES resources. The key word here is reports, not services. Jim Viola stated, "I want to stress that we are NOT interested in any reduction that will adversely impact students, or the services and programs they are provided. On the contrary, with the difficult fiscal realities confronting us, we want to identify requirements that distract and detract from the provision of services."

So, physical education mandates ensure that all school districts service the students of New York. The state is looking for the more trivial reporting mandates that require staff time, and ultimately, district resources. Let's work together to make sure that we have strategies in place to make sure that we can continue to have the support of each local district (parents, superintendents) as well as the state education department, during these challenging times.

Q AND A:

Q: I have recently been appointed as the coordinator of physical education for my school district. At the time of my appointment, I was told that I am responsible for keeping track of all of our athletic coaching certifications. Why is it my responsibility when my district also employs an athletic director?

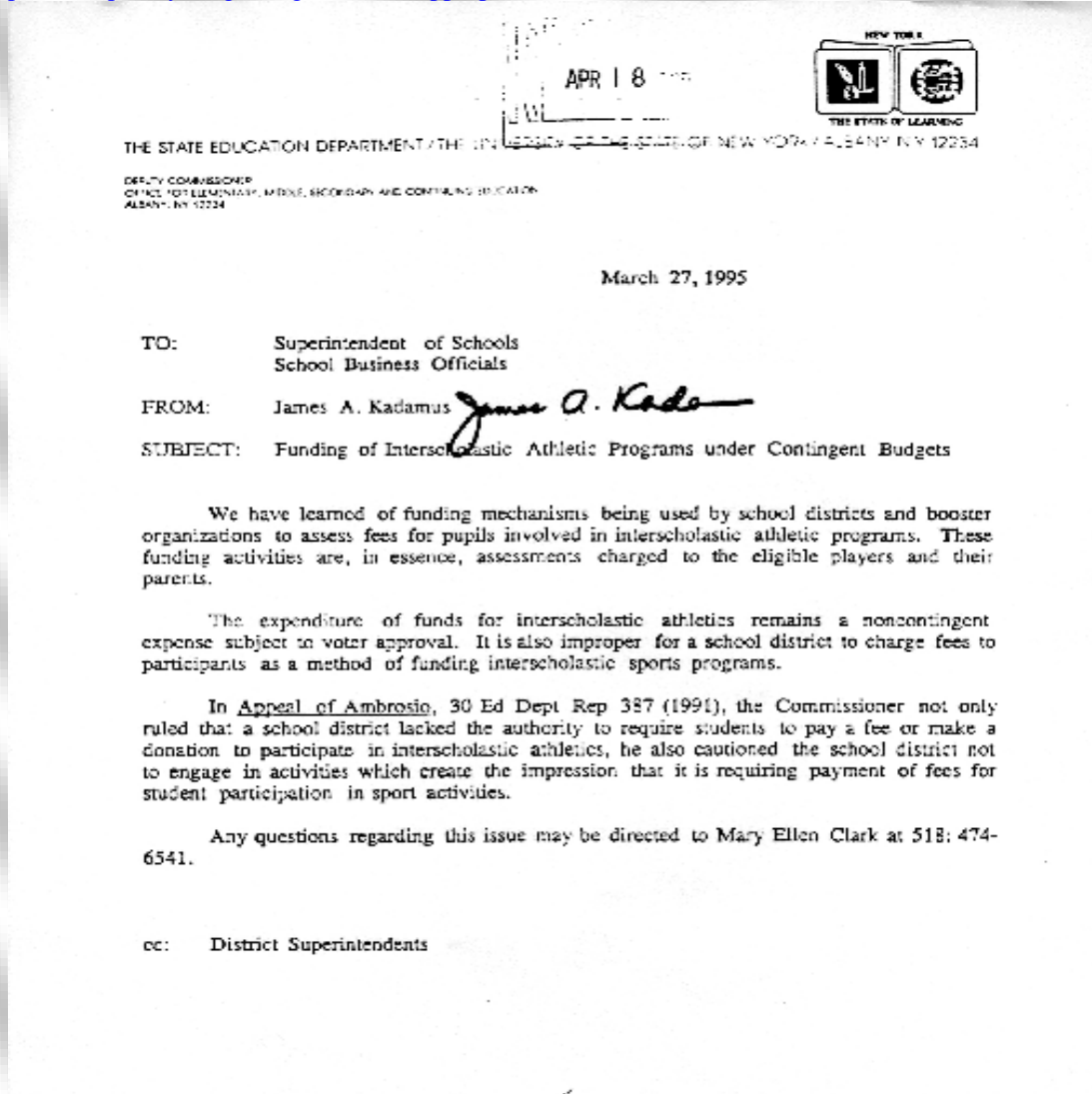
A: Record keeping of coaches must be maintained by the director of physical education/athletics. Commissioner's Regulations require districts to employ a director of physical education, but do not require a director of athletics. Since your district employs both, the most practical approach would have the coaching records maintained in the athletic office. It would also be appropriate to have both programs working together to ensure that all coaches and physical education teachers have the proper state certifications necessary for employment.

Q & A Continued...

Q: Can school districts charge student athletes to “pay to play?”

A: No. Booster club/parent fundraising may be used to offset costs, but students/parents cannot be forced to pay in order to participate. The memo from former Deputy Commissioner, Jim Kadamus (1995) still stands (see actual memo below.) The following website has additional information:

http://www.p12.nysed.gov/mgtserv/free_appropriate/



FYI... A new Associate in School Health Education has been appointed at the State Education Department. Mr. Darryl Daily has taken Owen Donovan's place and will serve as our liaison in reference to Health Education regulations, questions and concerns.

We welcome Darryl and will do all we can to assist him as he transitions into his new position. Please note his contact information below ~

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In a back issue of the Admin Times, former COA President Bob Zifchock created a table (below) that explained the difference between physical education curriculum and an interscholastic athletics program. (Adapted from a previous Admin Times article by former NYSAHPERD President Larry Debel.) With the current budget issues, we felt it was appropriate to reprint this information. *“Athletics and physical education provide a wealth of opportunities for students, but they arise from very different fundamental bases and travel different paths. Neither should be considered as a replacement for the other, in the same way that no extracurricular program can effectively substitute for a core educational program. As you compare the two lists, you will gain a better understanding of the differences, and be able to clarify your own perception about each program and its goals.”* (Debel & Zifchock, 2003).

The Differences Between Athletics and Physical Education

Athletics	Physical Education
May choose a coach who has the bare minimum of qualifications (first aid, CPR and no coaching classes completed) lacking a physical education teaching certificate.	Requires duly certified and qualified physical education teachers, who hold a bachelor’s degree and later must obtain master’s degree, to be hired as teachers.
Focuses on the finer participation points of a specific sport, lacking a carefully planned sequential curriculum.	Is a comprehensive program of carefully planned and sequential curriculum aiding instruction that exposes students to a broad range of activities: team and individual sports, fitness, dance, and adventure education.
Provides opportunity for in-depth learning in a maximum of only three sport activities, acquiring sport-related knowledge.	Provides students with the necessary knowledge and life skills to develop and maintain personal fitness and wellness so students can improve their quality of life.
Provides higher-level experiences for student-athletes, who cannot choose their sport to test for competency and/or proficiency. They must show proficiency and competency at the recreational level in other activity/skill areas.	Has initiated a State Education Department sponsored and field lead state-wide assessment program, for the purpose of standardizing state-wide rubric assessment. While suggesting students demonstrate proficiency in three activities and competency in six activities before commencement.
Caters to the narrow interests of students.	Meets the different needs, interests and abilities of ALL students.
Fosters competitiveness, winning and sportsmanship only attitudes among and between participants, coaches and fans.	Focuses on developing the whole child: physical, mental, emotional and social health.
Is limited to the more able students.	Is designed to include all children recognizing different abilities and adapting activities so all children are able to practice a physically active lifestyle.
Practices an exclusionary custom, as cuts are made, eliminating some students from desired participation.	Provides opportunities for children to interact with others of different and varied levels of abilities learning to be tolerant.
Is recognized by the New York State Public High School Athletic Association and State Education Department as an “extra curricular” program.	Is recognized by the State Education Department in part 100 and 134.5 Commissioner’s Regulations as a core subject necessary to meet graduation requirements.
May exempt grade 10-12 students during the sport season only according to Commissioner’s Regulation 135.4, expanding elitism and segregation.	Provides student-athletes with opportunities to take leadership roles and assist less developed peers in class. While learning to participate at a recreational level in other sport/activities, otherwise not exposed to.
Does little to modify activity, equipment, rules and/or game play seeking a winner/loser outcome.	Modifies activities, equipment, rules, facilities and instruction ensuring widespread successes.
Reinforces instruction provided in physical education. Knowledge gained in physical education can improve an athlete’s knowledge of self and improve athletic performance.	Addresses instruction about physical activity and fitness concepts such as cardiovascular endurance, flexibility, muscle strength & endurance, body composition & weight control, nutrition and stress management. While also addressing the issues of preventing chronic/degenerative diseases, substance abuse and community resources.
Has Educational Frameworks focusing on four qualities: competence, character, civility and citizenship.	Supports the New York State Learning Standards and the goals of the National Association for Sport and Physical Education.

**FYI---NEXT COA CONFERENCE
NOVEMBER 16-17, 2011 @ TURNING STONE**

SAMPLE GRADING RUBRIC

In 2007, Hofstra University Professor Sarah Doolittle, wrote an article in JOPERD, entitled, *Is the Extinction of High School Physical Education Inevitable?* In the article, Sara points out the importance of standards, assessment, and accountability for physical education. She used the Victor Schools' grading policy as an example of accountability. In Victor, 60% of the grade is based on physical skill—assessed according to written rubrics through skill demonstration, and game application; 20% cognitive—assessed through a written quiz or project; and 20% effort—assessed though a student's daily participation. Other examples of PE grading include the Argyle CSD, which includes fitness testing, responsible behavior, knowledge, preparation, participation, and performance assessment, as outlined in the rubrics below:

Argyle Central School Physical Education Grading Rubric				
	Exceptional	Commendable	Acceptable	Unsatisfactory
FITNESS TESTING New York State Health-Related Physical Fitness test (20)	* Exceeds standards on all components of test * Continually works at improving performance (20-18)	* Meets standards on all components of test * Continually works at improving performance (17-15)	* Meets standards on some components of test * Occasionally works at meeting standards (14-12)	* Does not meet standards on any components of test * Makes little or no attempt at meeting standards (11-0)
RESPONSIBLE BEHAVIOR This includes attitude, leadership, showing respect to classmates and teacher as well as personal and classroom safety (15)	Demonstrates a high level of: * Responsible personal and social behavior (15-14)	Demonstrates a good level of: * Responsible personal and social behavior (13-11)	Demonstrates some level of: * Responsible personal and social behavior (10-6)	Demonstrates little if any: * Responsible personal and social behavior (5-0)
KNOWLEDGE Game Rules, Team Strategies, Personal Wellness Concepts (15)	* Demonstrates Comprehensive understanding (15-14)	* Demonstrates very good understanding (13-12)	* Demonstrates general understanding (11-10)	* Demonstrates little or no understanding (9-0)
PREPARATION Students will have a change of clothes that includes a t-shirt, shorts or sweats and sneakers (10)	Prepared: * Every Class (10)	Unprepared: * One Class (8)	Unprepared: * Two Classes (6)	Unprepared: * Three Classes (4) * Four Classes (2) * Five or more Classes (0)
PARTICIPATION (15)	Consistently: * Participates Enthusiastically * Makes outstanding effort (15)	Frequently: * Participates Enthusiastically * Makes good effort (14-12)	Occasionally: * Participates Enthusiastically * Makes a good effort (11-6)	Often: * Refuses to participate * Makes little or no effort (5-0)
PERFORMANCE ASSESSMENT Assessment of skills and strategies related to activity unit (25)	Consistently demonstrates correct use of: * All skills necessary for full recreational participation * All the strategies and rules related to the various activities (25-21)	Consistently demonstrates correct use of: * Most skills necessary for full recreational participation * Most of the strategies and rules related to the various activities (20-16)	Demonstrates correct use of: * Some skills necessary for full recreational participation * Some of the strategies and rules related to the various activities (15-11)	Demonstrates little or no use of: * The skills necessary for full recreational participation * The strategies and rules related to the various activities (10-0)

ANNE MACKAY AWARDS DINNER 2010

Zone awards -

- | | |
|-------------------------|--|
| 1 - Liam Frawley | South Orangetown Central School District |
| 1 - Michelle-Marie Shaw | North Rockland Central School District |
| 3 - Dr. Tamela Ray | Auburn Enlarged City School District |
| 8 - Denise Kiernan | Glen Cove Central School District |
| 11 - Judy Cummings | Bay Shore School District |
| 12 (NYC) Kenneth Darby | New York City Department of Education |



Special Service Award
Director of the Year
Ellis H. Champlin Award

Trish Kocialski
Robert McGuire
David Garbarino

NYS Department of Education
Burn Hills-Ballston Lake CSD
Binghamton City School District

CONGRATULATIONS AWARD WINNERS!



SAANYS Message...PE builds more than just bodies.

It also builds minds.

That's why New York State requires at least 120 minutes per week of physical education in grades K-6. Unfortunately, most schools don't meet these standards and haven't submitted their required physical education plan to the New York State Education Department.

With stretched resources and competing priorities, it's a challenging time for districts to meet the needs of their students. But with rising rates of childhood obesity and related chronic disease, now is not the time to cut back on PE. Study after study shows that kids who get more PE have better health and stronger academic performance.

School superintendents, school board members and district PE directors are in a unique position to take leadership on this critical issue. By developing and implementing a district physical education plan that meets state regulations, administrators can help ensure that every student reaches his or her fullest potential.

To find out how you can help, please visit www.wheresmype.org. You can also find out if your school district is in compliance with NYSED regulations, download tools to assist with PE plan submission, and request the assistance of a HSNY coordinator.

Administrative Times

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TO: DIRECTOR OF HEALTH/PE

