

**New Milford Board of Education  
 Committee on Learning Minutes  
 February 6, 2018  
 Lillis Administration Building, Room 2**

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NEW MILFORD, CT

**Present:** Mrs. Tammy McInerney, Chairperson  
 Mr. Bill Dahl  
 Mr. Joseph Failla  
 Mr. J.T. Schemm

**Also Present:** Mr. Joshua Smith, Superintendent of Schools  
 Ms. Alisha DiCorpo, Assistant Superintendent of Schools  
 Mrs. Denise Duggan, Health teacher, New Milford High School  
 Mr. David Mumma, Physical Education teacher, Sarah Noble Intermediate School  
 Mr. Matthew Wall, Physical Education teacher, Schaghticoke Middle School

1.	<p><b>Call to Order</b></p> <p>The meeting of the New Milford Board of Education Committee on Learning was called to order at 7:34 p.m. by Mrs. McInerney.</p>	<p><b>Call to Order</b></p>
2.	<p><b>Public Comment</b></p> <ul style="list-style-type: none"> <li>• There was none.</li> </ul>	<p><b>Public Comment</b></p>
3.	<p><b>Discussion and Possible Action</b></p> <p><b>A. Review and Approval of Curriculum</b></p> <p><b>1. Physical Education K-12</b></p> <ul style="list-style-type: none"> <li>• Ms. DiCorpo welcomed Mr. Failla to his first meeting of the committee and gave him an outline of how to read the new curriculum documents. She gave each committee member a copy of the SHAPE (Society of Health and Physical Educators) America Grade-Level Outcomes for K-12 Physical Education to use as a guide alongside the curriculum. This document is used by many districts, in conjunction with national standards, to guide skill progression.</li> <li>• Mrs. Duggan said the SHAPE America program ties the standards to grade level outcomes and gives a progression for meeting skills by certain</li> </ul>	<p><b>Discussion and Possible Action</b></p> <p><b>A. Review and Approval of Curriculum</b></p> <p><b>1. Physical Education K-12</b></p>

	<p>grade levels. At the K-2 level, this includes such skills as the hop/skip/jump and beginning to use these skills in games, learning fairness and cooperating with others.</p> <ul style="list-style-type: none"><li>• Mr. Dahl asked what intervention is offered to students who do not meet goals. Mrs. Duggan said these students should be helped by the emphasis on skills-based learning, as this will make it easier to identify a student who is struggling.</li><li>• Mr. Mumma said they offer extracurricular activities before school and will often recommend a struggling student participate. He said activities are offered at different levels and they assign students appropriately. He said there is also feedback from grade to grade for continuity.</li><li>• Mrs. McNerney asked if students with significant problems get referred to a physical therapist or another interventionist and Mr. Mumma said they do watch for that.</li><li>• Ms. DiCorpo said a conscious effort has been made to align all grades K-12 with common skills and language for assessment.</li><li>• Mr. Mumma said this will help to provide student data as well.</li><li>• Ms. DiCorpo said they are starting to look at how the report card can better show student growth, including in PE.</li><li>• Mrs. McNerney said she would like to see that especially with the district's emphasis on celebrating growth as well as mastery.</li><li>• Ms. DiCorpo said they are also looking at the PE assessment skills in the early grades so that they can progress in those areas before reaching the high school testing level.</li><li>• Mr. Mumma said at the grades 3-5 level, students now apply basic skills to modified games, putting more than one skill together in a non-competitive atmosphere. Often there are small side games going on with multiple strategies, lots of movement. Students begin self-assessing and peer assessing at this level. He said they stress that the students should feel comfortable to make mistakes and fail since they are learning new skills and that</li></ul>	
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is okay. It is all about building confidence so they can grow.

- Mr. Wall said at the middle school level, he sees students twice every six days. Students have units on individual team sports, fitness and dance, and games. Fitness testing is included in grades 6 and 8. In grade 7, students set their own fitness goal based on their biggest need as determined by a pre-test.
- Mr. Failla asked if there is a moving away from competitive activities. Mr. Wall said that there are both competitive and non-competitive activities. Mr. Failla said he was glad to hear that because he was concerned that competition could be lost at this level, as students will need it at the high school level.
- Mr. Wall said SMS does have intramurals that require tryouts and our students compete against other middle school students. Ms. DiCorpo stated that cooperation is a workplace/college readiness skill and incorporating this common core standard across all content areas helps students to learn and value others' perspectives while learning how to work together.
- Mr. Smith echoed what Ms. DiCorpo stated and said cooperative games are important as well since they build the collaborative skills that students will eventually need in the workplace. That being said, many of the cooperative games also have a level of competition included.
- Mr. Wall said competitive games are helpful in that area as well, as students learn the socialization of how to act when they win and when they lose.
- Ms. DiCorpo said high school athletics is doing a lot of work in that area and received a sportsmanship award last year.
- Mr. Dahl asked if seeing students twice in six days met the state recommendation and Mr. Wall said it does not, the state recommends three times a week, but it is not a requirement. Mr. Dahl said he would like to see an increase in students' time in PE. Mr. Smith said that would require more staff.
- Mr. Mumma presented for Mr. Arnaukas who

wrote the high school curriculum. He said at the high school level, activities are grouped into lifetime, recreational, and team sports. Students are offered choices of activities within each unit. Some activities offered include archery, aerobics, basketball, flag football, circuit training, golf, yoga cycling and walking, as examples. Walking has turned out to be very popular and students who might not have participated do so willingly. Participation has increased in general with choice.

- Ms. DiCorpo said a conscious decision was made not to require students to switch activities if they did not wish to. Students are allowed to stick with an activity they may really like, with the idea that it may lead to a lifetime activity or career path, eventually.
- Mr. Dahl asked if there was any alternative program at the high school to excuse a student from PE, for example a student who is a competitive skater and spends hours outside of school on training. Ms. DiCorpo said the state does not allow one. Mr. Dahl said he thought that was too bad as it would open up room for students who need extra help.
- Mr. Failla said he thinks fitness is very important for society and that is one of the reasons he is against any kind of pay to play program.
- Mr. Smith said the progression is designed to create a lifelong fitness path. It encourages students to keep options open at this stage versus specialization and to push the boundaries of their interest.
- Mr. Schemm said he was very impressed by the innovation of the PE program and the list of choices. He is happy to see the connections of competition, health and wellness.

Mr. Dahl moved to bring the following curricula:

1. Physical Education K-12

to the full Board for approval, seconded by Mr. Schemm and passed unanimously.

**Motion made and passed  
unanimously to bring the following  
curriculum to the full Board for  
approval:**

1. Physical Education K-12

4.	<b>Public Comment</b>  • There was none.	<b>Public Comment</b>
5.	<b>Adjourn</b>  Mr. Schemm moved to adjourn the meeting at 8:28 p.m., seconded by Mr. Dahl and passed unanimously.	<b>Adjourn</b>  <b>Motion made and passed unanimously to adjourn the meeting at 8:28 p.m.</b>

Respectfully submitted:



Tammy McInerney, Chairperson  
Committee on Learning