Miller Place Union Free School District



PHYSICAL EDUCATION PLAN
2026-29

Table of Contents

School District
General Description of District……..……...3
Location……..……..……..4
Demographics……..…….5-6
Board of Education Mission, Values, and Strategic Plan…….…..……..7-8
Physical Education Plan
NYS Ed. Law 803……..……9-10
Miller Place UFSD Physical Education Mission Statement……..……..……...11
Instructional Placement……..……..…11
Adapted Instruction……..……11
Required Instruction……..……12
Curriculum
National Standards…….……..……....13
NYS Standards……..……..……13
Curriculum
Primary (K-2) ……..……14-15
Elementary (3-5) ……15-16
Middle School (6-8) ……16
High School (9-12) ……..……..…16-17
Curriculum Maps……...18-19
Grading
Rubric……..……..…...19
Scale……..……..…19
Example Rubrics……..……20-21
Attendance……..22
Athletics
Offerings……..…23-24
Eligibility……..…24
Sports Physicals…….…….24
Mixed Competition…….……25
APP……..…….25
Hiring Practices…….……25
Athletic Participation for Credit……..…….…25
Evaluations…….…25
Athletic Trainer…….…….25
Codes of Conduct (student & coach)…….…….25
Emergency Action Plans…….……25
Facilities…….……..25
Administrative Policies
Sports Physicals…….…….27
Fitness Testing…….……...27
Class Sizes ……27
Use of Non-PE/School Supplemental Personnel Personnel…….....27-28
Summer School……...28
Safety Practices…….....28-29

Appendix A – NYSED Commissioner's Regulations
Appendix B – MPUFSD Emergency Action Plan
Appendix C – Board of Education Policies
Appendix D – Medical Physical Education
Appendix E – MPUFSD/Athletic Department Practices

District Profile

The Miller Place School District is located on the north shore of Suffolk County (Long Island) within the Town of Brookhaven, approximately 65 miles east of Manhattan. The school district includes all of Miller Place and part of the community of Sound Beach. The area encompassed by the district is six and two-thirds square miles, with a population of approximately 15,000. The school system is an integral part of the community and works with many community organizations.

The community is primarily residential in nature, with little industrial development and some shops and shopping centers. The economic base of the school district is concentrated in private, attractive and well-kept homes. Miller Place is readily accessible from all parts of the metropolitan area. The Long Island Expressway, Northern State parkway, Long Island Mac Arthur Airport, Long Island Rail Road, and the Port Jefferson and Bridgeport Ferry Company are all within reasonable distances.

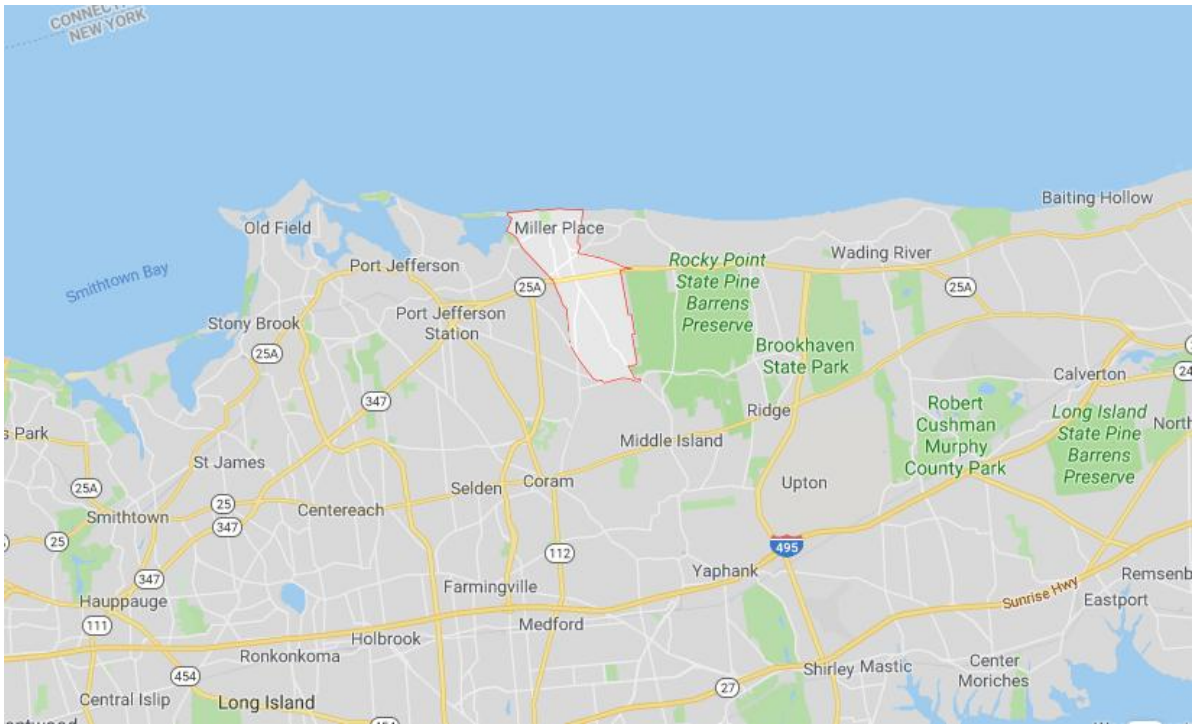
The district operates two elementary schools, a middle school, and a high school. The buildings were all constructed in the late 1960's and early 1970's, with the exception of the North Country Road Middle School, which was erected in 1937, and has had several additions. By 1972, the school enrollment was large enough to justify Miller Place having its own high school which opened that year and held its first graduation in 1975. The central office facilities are housed at 7 Memorial Drive. The buildings and grounds provide an excellent setting for the quality educational programs offered by the district.

The varied educational needs and interests of the district are served by a well-trained and dedicated professional staff, and support staff. In addition to the Superintendent, there is a Deputy Superintendent, an Assistant Superintendent for Curriculum & Instruction, School Business Official, four Building Principals, six Assistant Principals, and two Deans of Students. The governance of the district consists of a five-member Board of Education; each elected at large for a term of three years.

The educational programs and services offered at Miller Place reflect a quest for scholastic excellence, combined with a genuine respect and concern for the worth and development of the individual students. The curriculum is aligned with New York Standards and provides numerous educational opportunities through enrichment programs and BOCES placement. In addition to its strong academic traditions and offerings, Miller Place offers an after-school program of clubs and sports at the secondary level. The Miller Place School District is proud of its academic record; 95% of Miller Place graduates attend college. In addition, Miller Place School District ranks among the top schools in the nation as a challenge school.

Stony Brook University, Suffolk County Community College and the Stony Brook Museums are all located within a short distance of the district, providing the opportunity for varied cultural and intellectual experiences. There are several modern hospitals nearby, including the Stony Brook Medical Center.

District Maps





MILLER PLACE SCHOOL DISTRICT - DEMOGRAPHICS

A. SCHOOL ENROLLMENTS

SCHOOL	2022-2023	2023-2024	2024-2025	2025-26
Andrew Muller Primary School (K-2)	468	453	439	423
Sound Beach School (3-5)	473	502	494	481
North Country Road Middle School (6-8)	534	549	542	505
Miller Place High School (9-12)	820	812	782	749
Total Enrollment	2,295	2,316	2,257	2158
Increase/Decrease	**-2.88%**	**0.91%**	**-2.61%**	-4.38%

B. CLASS SIZE – 2025/2026

Grade	Class Avg.	ENL	Male	Female
Kindergarten (co-ed)	152	3	84	68
1st Grade (co-ed)	141	1	76	65
2nd Grade (co-ed)	130	0	74	56
3rd Grade (co-ed)	162	2	77	85
4th Grade (co-ed)	155	4	78	77
5th Grade (co-ed)	164	7	77	87
6th Grade (co-ed)	157	2	80	77
7th Grade (co-ed)	171	3	90	80
8th Grade (co-ed)	177	1	84	93
9-12 combined (co-ed)				

C. STUDENTS

Category	2022-2023	2023-2024	2024-2025	2025-26
Spec Ed	17%	17%	18%	19%
Free Lunch	13%	17%	19%	19%
Reduced Lunch	2%	2%	2%	3%
Grad Rate	99%	97%	98%	

D. ETHNICITY

Year	Hispanic	Indian	Asian	Black	White	Multiple
2022-23	10%	0%	2%	2%	84%	3%
2023-24	11%	0%	2%	2%	82%	3%
2024-25	12%	0%	2%	3%	80%	3%
2025-26	13%	0%	3%	3%	80%	3%

Board of Education

A. MISSION STATEMENT

Our mission is to provide a dynamic educational environment that prioritizes academic achievement but also encompasses holistic growth. We envision Miller Place School District as a place where students embark on a journey toward their highest ambitions. We aim to establish strong connections among our families, educators, staff, administration and community members who serve as the foundation of support for an outstanding educational environment. Our primary goal is to guide every student towards their unique aspirations while fostering a deep sense of Panther Pride. Through dedication, collaborative efforts, and a commitment to excellence we aim to empower our students to reach their goals, become lifelong learners, possess an unwavering belief in their unique capabilities and emerge as positive contributors to society.

B. VALUES:

Perseverance: We embrace the power of determination and resilience, teaching our students that setbacks are temporary and challenges are opportunities for growth. Through perseverance, our students develop the strength to overcome obstacles and reach new heights.

Problem Solving: We foster a culture of critical thinking and innovative problem solving. By encouraging students to approach challenges with curiosity and creativity, we equip them with the skills to identify solutions and make informed decisions.

Collaboration: We believe in the strength of working together. Our students learn the art of collaboration, communication and teamwork. By embracing diverse perspectives and combining their strengths, students develop the ability to achieve greater goals collectively than they could individually.

Pride: We take pride in our achievements, our community and our shared values. Our students are taught to value their accomplishments and feel proud, to recognize the worth of their efforts, and to take ownership of their learning journey which will build a strong foundation for lifelong success.

Responsibility: Our students are taught to embrace responsibility, as they acquire the ability to assume control over their education, conduct and decisions. They also learn to acknowledge and appreciate diverse cultures and perspectives. By comprehending the influence they have on their community and the world, students grow into conscientious global citizens.

C. Board of Education Strategic Plan 2023-2027 Pillars of Transformation:

Pillar 1: Academic Programming Improvements:
The District is dedicated to providing rigorous, innovative, engaging and future-ready academic programs. Our classrooms, from kindergarten through 12th grade, will be dynamic hubs of exploration, nurturing critical thinking, creativity and a lifelong love of learning.

Pillar 2: Student Academic Performance Improvements:
The District is unwavering in its commitment to raising the bar on academic excellence. Through data-driven strategies, guidance of personalized student interest and strengths, and support of educators, we will equip our students to excel academically while becoming confident and adaptable learners.

Pillar 3: Culture Improvements:
Inclusivity, respect and collaboration are integral to the activities and culture of the District. Through our actions, words and initiatives, we will look to foster a culture of continuous improvement, where all members of the Miller Place School District community feel valued, empowered, proud and inspired to reach their full potential.

Pillar 4: Facilities, Information Technology and Branding Improvements:
The District is committed to the creation of a supportive environment that enhances student learning. Our strategic investments in operations, facilities and technology infrastructure will lay the foundation for a best-in-class educational experience. In support of and to reinforce our shared educational community, we will look to build collaborative concepts of a unified brand, including the symbols, images and messaging that define our District.

Pillar 5: A Focus on Whole Child Development:
Beyond academics, the District recognizes the importance of nurturing well-rounded individuals. Our approach emphasizes the comprehensive development of each student, including social, emotional and physical growth.

EDUCATION LAW, SECTION 803

The Commissioner of Education and the Board of Regents of New York State have long been authorized by the Legislature, through statutory enactments, to promulgate Rules and Regulations in order to implement statutory provisions.

Education Law, Section 803 -Instruction in Physical Education and kindred subjects.

1. All pupils above the age of eight years in all elementary and secondary schools, shall receive as part of the prescribed courses of instruction therein such physical education under the direction of the commissioner of education as the regents may determine. Such courses shall be designed to aid in the well-rounded education of pupils and in the development of character, citizenship, physical fitness, health and the worthy use of leisure. Pupils above such age attending the public schools shall be required to attend upon such prescribed courses of instruction.
2. The board of education or trustees of every school district regularly employing twenty or more teachers shall employ a teacher or teachers qualified and duly licensed under the regulations of the regents to give such instruction; in every other district of the state, they shall require such instruction to be given by the teacher or teachers regularly employed to give instruction in other subjects or by a teacher or teachers qualified and duly licensed under the regulations of the regents.
3. The boards of education or trustees of two or more contiguous districts in the same supervisory district, however, may join in the employment of a teacher qualified and duly licensed under the regulations of the regents to give such instruction; and the salary of such teacher and the expenses incurred on account of such instruction shall be apportioned by the district superintendent among such districts according to the assessed valuation thereof, and as so apportioned shall be a charge upon each of such districts.
4. Similar courses of instruction shall be prescribed and maintained in private schools in the state and all pupils in such schools over eight years of age shall attend upon such courses; and if such courses are not so established and maintained in any private school, attendance upon instruction in such school shall not be deemed substantially equivalent to instruction given to children of like ages in the public school or schools of the city or district in which the child resides.
5. It shall be the duty of the regents to adopt rules determining the subjects to be included in courses of physical education provided for in this section, the period of instruction in each of such courses, the qualifications of teachers, and the attendance upon such courses of instruction.
6. The physical education hereinbefore provided for, may be given, when practicable, in any armory of the state where such armory is within convenient distance from the school, and at such times and in such manner as not to interfere with the regular military uses of such armory. The commanding officer in charge of any such armory shall, upon application made by any board of education or trustees of the several cities and school districts within the state, permit access to any such armory, for the purposes herein mentioned

NYS Physical Education requirements

- All students in K-12 must attend and participate in a physical education program.
- All pupils in grades K-3 shall attend and participate in physical education on a daily basis.
- 120 minutes per calendar week exclusive of any time that may be required for dressing and showering for K-6 buildings.
- All pupils in grades 4-6 shall attend and participate in physical education not less than three times per week.
- All pupils in grades 7-12 shall attend and participate in physical education for not less than three times per week in one semester, and not less than two times per week in the other semester.

Physical Education, and Family Consumer Sciences and the *National Standards for Physical Education*, Miller Place UFSD has designed a comprehensive program that stresses what students should know as a result of instruction in this area. Standards guide curriculum in all content areas, and such is the case in the physical education program.

Educators can motivate students to make a commitment to be physically active by aligning instruction with these standards for physical education, and creating curriculum and activities designed to instill within students a desire to be active for life. A comprehensive, developmentally appropriate kindergarten through Grade 12 program includes promotion of physical activity among youth and motivation to pursue lifelong active participation which enhance quality of life.

The research continues to validate the need for active lifestyles. Child and adolescent obesity rates are at the highest level ever.

- One out of five children (20%) ages 2-19 are classified as obese (https://www.cdc.gov/obesity/childhood-obesity-facts).
- People who are physically active on a regular basis are healthier than those who are not. In addition, participation in all types of physical activity tends to decline as age or grade increases. This becomes the critical challenge, especially in the middle and high school years. Physical educators must play a key role in reversing this trend by designing programs that:
    - teach motor skills necessary to participate in a wide variety of physical activities
    - help students understand the link between physical activity and good health
    - convince ALL students that physical activity has an immediate benefit in reducing stress, building self-esteem and controlling weight, as well as being fun and inexpensive

The Miller Place UFSD Physical Education program will emphasize the need for physical education programs that stress enjoyable participation in lifetime physical activities such as walking, biking, and personal fitness alternatives, not just the traditional competitive sports. By creating standards and curriculum that challenges each Miller Place student, physical education will be a meaningful educational experience.

Mission Statement of the Miller Place Physical Education Department

The Mission Statement of the Physical Education Department in the Miller Place Union Free School District is to provide a positive environment based on the acquisition of skills that are the foundation for engaging in physical activity.

We strive to empower all students to sustain regular, lifelong physical activity as one of the cornerstones for a healthy, productive and fulfilling life.

The Miller Place School District Physical Education curriculum is a sequential program of age-appropriate activities, lessons and units of study. Each activity is designed to prepare through active participation, all students to know and understand the lifelong benefits of physical activity.

We challenge all students to grow in character, self-reliance and self-discipline. We facilitate growth in students' self-image and create opportunities to reach a higher level of health, vitality and overall wellness.

Certification & Instructional Placement

A. Miller Place School District maintains a current staff comprised of 10 full-time Physical Education teachers.

B. All teachers currently maintain appropriate NYS certification for Physical Education instruction.

C. Physical Education instructional staff is currently assigned as follows based on enrollment and curriculum needs (as of the 2025-2026 school year).

1. Miller Place High School (grades 9-12):
   a. 2 Full-Time instructional teachers
   b. 1 Full-Time "Shared" instructional teacher with NCRMS
   c. 1 Full-Time "Shared" instructional teacher with AMPS

2. North Country Road Middle School (grades 6-8):
   a. 2 Full-Time instructional teachers
   b. 1 Full-Time "Shared" instructional teacher with AMPS

3. Laddie A. Decker – Sound Beach School (grades 3-5):
   a. 2 Full-Time "Shared" instructional teachers

4. Andrew Muller Primary School (grades K-2):
   a. 1 Full-Time "Shared" instructional teacher with NCRMS
   b. 1 Full-Time "Shared" instructional teacher with LADSBS

D. Adaptive Physical Education is handled through our NYS Grant program as a designated stipend position in addition to that teacher's regular teaching schedule.

New York State Required Instruction in Physical Education

A. Per NYSED guidelines, the following requirements pertain to Physical Education instruction in the public school setting. Compliance with NYS Standards requires meeting both of the following standards for contact. The chart below outlines such standards by grade.

B.

Grade	Minutes per Week Required	Times per Week Required
K	120 minutes	5x per week
1st	120 minutes	5x per week
2nd	120 minutes	5x per week
3rd	120 minutes	5x per week
4th	120 minutes	3x per week
5th* **	120 minutes	3x per week
6th* **	120 minutes	3x per week
7th	Average of 90 minutes	2x (or) 3x, alternating
8th	Average of 90 minutes	2x (or) 3x, alternating
9th	Average of 90 minutes	2x (or) 3x, alternating
10th	Average of 90 minutes	2x (or) 3x, alternating
11th	Average of 90 minutes	2x (or) 3x, alternating
12th	Average of 90 minutes	2x (or) 3x, alternating

****** indicates that 5th/6th may use secondary standards***

C. Per an internal audit of the Miller Place Physical Education instructional, the following are areas of compliance/*non-compliance per NYS Standards.

Grade	Minutes per Week Required	Compliance	Deficiency	Times per Week Required	Compliance	Deficiency
K	120 minutes	No*	-45	5x per week	No*	-2 days
1st	120 minutes	No*	-45	5x per week	No*	-2 days
2nd	120 minutes	No*	-45	5x per week	No*	-2 days
3rd	120 minutes	No*	-15	5x per week	No*	-2 days
4th	120 minutes	No*	-15	3x per week	Yes	*n/a*
5th	120 minutes	No*	-15	3x per week	Yes	*n/a*
6th	120 minutes	Yes	*n/a*	3x per week	Yes	*n/a*
7th	Avg. 90 min.	Yes	*n/a*	2x (or) 3x, alt.	Yes	*n/a*
8th	Avg. 90 min.	Yes	*n/a*	2x (or) 3x, alt.	Yes	*n/a*
9th	Avg. 90 min.	Yes	*n/a*	2x (or) 3x, alt.	Yes	*n/a*
10th	Avg. 90 min.	Yes	*n/a*	2x (or) 3x, alt.	Yes	*n/a*
11th	Avg. 90 min.	Yes	*n/a*	2x (or) 3x, alt.	Yes	*n/a*
12th	Avg. 90 min.	Yes	*n/a*	2x (or) 3x, alt.	Yes	*n/a*

**Deficiencies within the instructional time requirement are attributed to the district scheduling alignment with Art, Music, and Library instruction.*

CURRICULUM

A. NATIONAL STANDARDS/GRADE LEVEL OUTCOMES for K-12 PHYSICAL EDUCATION

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, *a physically literate individual*:

- Has learned the skills necessary to participate in a variety of physical activities
- Knows the implications of and the benefits from involvement in various types of physical activities
- Participates regularly in physical activity
- Is physically fit
- Values physical activity and its contributions to a healthy lifestyle

B. NEW YORK STATE STANDARDS of LEARNING

Updated as of 2020, the new standards for Physical Education (PK-12) are structured as follows:

- ***Standard 1****: Demonstrates competency in a variety of motor skills and movement patterns.*
- ***Standard 2****: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.*
- ***Standard 3****: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*
- ***Standard 4****: Exhibits responsible personal and social behavior that respects self and others.*
- ***Standard 5****: Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.*
- ***Standard 6****: Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.*

More detailed information can be reviewed via accessing the following document link: http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/new-york-physical-education-learning-standards-2020.pdf

MPUFSD CURRICULUM OVERVIEW

C. ELEMENTARY (Grades K-2)

The Miller Place School District K-2 Physical Education Curriculum focuses on introduction to being a proficient participant within various Skill Themes & Movement Concepts. Specifically, students will be exposed through the following content areas within structured activities covering 3-5 week units. All 3 standards are addressed within all lesson/units.

Locomotor Movements/ Spatial Awareness ***(NYS Standards 1 & 2)***

- Personal vs. General Space
- Movements: Skipping, Running, Galloping, Hopping & Jumping
- Dodging Skills
    - Speeds
    - Directions
    - Levels
    - Dance/Creative movements

Cooperative Games ***(NYS Standards 1 & 2)***

- Thematic games (Holidays)
- Parachute skills

Skill Themes ***(NYS Standards 1, 2 & 3)***

- Throwing/Catching…both with/without implements
- Striking with implements (hands, bats, rackets, etc.)
- Kicking/Punting
- Dribbling with Hands/Feet

Sport concepts ***(NYS Standards 1, 2 & 3)***

- Bowling
- Baseball/Softball (Home Run Derby)
- Soccer
- Volleyball

Scooters/Manipulatives to explore movements ***(NYS Standards 1 & 2)***

- Tag games
- Obstacles courses

Fitness ***(NYS Standards 1, 2 & 3)***

- Cardiovascular Concepts (heart rate)
- Endurance (breathing rate)

Playground/Outdoor/Recreational Games ***(NYS Standards 1, 2 & 3)***

- Equipment basics/safety
- Fitness circuits

D. <u>ELEMENTARY (Grades 3-5)</u>

The Miller Place School District 3-5 Physical Education Curriculum focuses on reinforcement of the Skills & Concepts initiated in the Primary (K-2) environment, while expanding applications into more dynamic and complex situations/games when appropriate. Specifically, students will be exposed through the following content areas within structured activities covering 2-5 week units. All 3 standards are addressed within all lesson/units.

Movement Concepts (3rd Grade) ***(NYS Standards 1 & 2)***

- Fleeing
- Dodging
- Chasing

Cooperative Games (3rd – 5th Grade) ***(NYS Standards 1 & 2)***

- Guided Discovery/Teamwork
- Omni-kin
- Parachute activities

Skill Themes (3rd – 5th Grade) ***(NYS Standards 1, 2 & 3)***

- Kicking/Punting
- Throwing/Catching
- Dribbling (Basketball)
- Striking with implements (rackets & bats)

Fitness Concepts (3rd – 5th Grade) ***(NYS Standards 1, 2 & 3)***

- Cardiovascular
- Endurance
- Strength
- Flexibility

Circus Arts (3rd – 5th Grade) ***(NYS Standards 1, 2 & 3)***

- Juggling
- Balancing
- Manipulatives (Diabolos, Spinning Plates, Feathers)

Dance (3rd – 5th Grade) ***(NYS Standards 1, 2 & 3)***

- Creative Expression

Advanced Game Play (4th & 5th Grade) ***(NYS Standards 1 & 2)***

- Ultimate Football

- Ultimate Frisbee

Backyard Games (4th & 5th Grade) ***NYS Standards 1, 2 & 3***

- Croquet
- Horseshoes
- Bocce
- Badminton

E. MIDDLE SCHOOL (Grades 6-8)

The Miller Place School District Middle School curriculum coordinates a broad spectrum of team & individual sport/activity sequences that focuses on skill development, strategy and rule introduction and sequencing through mini-games to more advance play. All 3 standards are addressed within all lesson/units.

Team Building/Project Adventure (low level) ***NYS Standards 1, 2 & 3***

Fitness Concepts ***NYS Standards 1, 2 & 3***

- Cardiovascular endurance
- Flexibility
- Strength

Sports/Skills ***NYS Standards 1, 2 & 3***

- Flag Football
- Soccer
- Basketball
- Tennis
- Badminton
- Floor & Field Hockey
- Whiffle-ball/Softball
- Team Handball
- Track/Field
- Volleyball
- Ultimate Frisbee

F. HIGH SCHOOL (Grades 9-12)

The Miller Place High School Physical Education curriculum is structured as a part required/part elective approach. Students are expected to participate in specific activities during the Fall Semester each year and then permitted to select blocks of activities for the 2nd semester that is tailored more to their specific interests. Units typically include information about history, rules, skills and strategies that are applied. There are both cognitive and psychomotor/skill performance evaluations for each unit. All three standards are addressed within all lesson/units.

Hands Free CPR ***NYS Standards 1, 2 & 3***
Team Sport Activities ***NYS Standards 1, 2 & 3***

- Soccer
- Flag Football
- Basketball
- Floor Hockey
- Volleyball
- Speedball
- European Team Hand-ball
- Cradle-ball
- Ultimate Frisbee
- Whiffle Ball
- Australian Rules Football
- Chicago Style Softball

Individual Sport Activities ***NYS Standards 1, 2 & 3***

- Tennis
- Golf
- Badminton
- Pickle-ball

Recreational Activities/Back-yard games ***NYS Standards 1, 2 & 3***

- Corn hole
- Kan Jam
- Dance
    - Waltz
    - Ballroom
    - Cha-Cha
    - Fox Trot
    - Polka
    - Swing

Fitness/Wellness Activities ***NYS Standards 1, 2 & 3***

- Weight Training I
- Weight Training II (advanced)
- Yoga I
- Yoga II
- Self Defense

Team Building Activities ***NYS Standards 1 & 2***

- Omni-kin

G. CURRICULUM MAP

Units	K-2	3-5	6-8	9-12
Movement Concepts	**Directions** **Speeds** **Walking** **Jogging** **Running** **Skipping** **Galloping** **Hopping** **Jumping**	**Directions** **Speeds** **Walking** **Jogging** **Running** **Skipping** **Galloping** **Hopping** **Jumping**	*Movement patterns, directions, speeds, forces, etc. are instructed & reinforced during individual unit/lessons involving strategy and instructional techniques*	*Movement patterns, directions, speeds, forces, etc. are instructed & reinforced during individual unit/lessons involving strategy and instructional techniques*
Skill Themes	**Dribbling w/hands** **Dribbling w/feet** **Kicking** **Punting** **Throwing** **Catching** **Using Implements**	**Dribbling w/hands** **Dribbling w/feet** **Kicking** **Punting** **Throwing** **Catching** **Using Implements**	*Individual sport skills are instructed & reinforced during individual units/lessons*	*Individual sport skills are instructed & reinforced during individual units/lessons*
Cooperative Games	**Parachute** **Guided Discovery**	**Parachute** **Guided Discovery** **Omni-kin**	**Omni-kin**	**Omni-kin**
Team Sports	**Soccer** **Basketball** **Volleyball**	**Ultimate Football** **Ultimate Frisbee** **Castle Ball** **Volleyball** **Basketball** **Whiffle Ball**	**Soccer** **Flag Football** **Field Hockey** **Floor Hockey** **Whiffle Ball** **Softball** **Team Handball** **Ultimate Frisbee** **Castle Ball**	**Soccer** **Flag Football** **Floor Hockey** **Basketball** **Volleyball** **Speedball** **Team Handball** **Cradle Ball** **Ultimate Frisbee** **Whiffle Ball** **Australian Rules Football** **Chicago-style Softball**
Individual Sports	**Bowling** **Tag Games** **Scooters**	**Tag Games** **Circus Arts** **Stacking Cups** **Badminton**	**Badminton** **Bowling** **Tennis** **Track & Field**	**Badminton** **Tennis** **Golf** **Pickle Ball**

CURRICULUM MAP *(cont'd.)*

Recreational Activities	**Creative movement Scooters Playground Activities**	**Circus Arts Croquet Horseshoes Bocce**		**Outdoor Games Dance**
Fitness/Wellness	**Fitness Circuits Jump Rope**	**Fitness Circuits Jump Rope**	**Fitness Circuits Cross Fit Concepts**	**Wt. Training (I & II) Yoga (I & II) Cross Fit Concepts**

H. GRADING POLICY

LEVEL	SKILLS	COGNITIVE	AFFECTIVE/SOCIAL
K-2	X		X
3-5	X		X
6-8	X	X	X
9-12	X	X	X

I. GRADING SCALE

Grade	Scale				
K-2	3 *Outstanding Participation*		2 *Satisfactory Participation*	1 *Needs Improvement*	
3-5	3 *Outstanding Participation*		2 *Satisfactory Participation*	1 *Needs Improvement*	
6-8	A *Excellent*	B *Good*	C *Satisfactory*	D *Needs Improvement*	F *Not Meeting Standards*
9-12	A *Excellent*	B *Good*	C *Satisfactory*	D *Needs Improvement*	F *Not Meeting Standards*

J. SAMPLE RUBRICS

2nd GRADE

PRE/POST ASSESSMENT = 100 POINTS

1. MOVEMENT: JUMP ROPE **25 POINTS /_____**

- 5 PTS JUMPS SIDE TO SIDE OVER ROPE WITH ONE FOOT
- 5 PTS JUMPS FRONT TO BACK OVER ROPE WITH ONE FOOT
- 5 PTS JUMPS ROPE WITH TWO FEET
- 5 PTS JUMPS ROPE WITH ONE FOOT
- 5 PTS JUMPS ROPE BACKWARDS WITH TWO FEET

2. LOCOMOTOR **25 POINTS /_____**

- 5 PTS SKIP
- 5 PTS GALLOP
- 5 PTS HOP RIGHT
- 5 PTS HOP LEFT
- 5 PTS SLIDE

3. FITNESS **25 POINTS /_____**

- 5 PTS PLANK
- 5 PTS BRIDGE
- 5 PTS BURPEE
- 5 PTS PUSH UPS
- 5 PTS QUAD STRETCH

4. THROW **25 POINTS /_____**

- 5 PTS STAND IN OPPOSITION
- 5 PTS LETTER L WITH THROWING HAND
- 5 PTS PROPER GRIP
- 5 PTS STEP WITH OPPOSITE FOOT
- 5 PTS SUCCESS OF BALL STRIKES ON TARGET

TOTAL: _____/100

HS: 9th-12th GRADE
Unit: Flag Football

Assessment Description: Students will participate in a modified Flag Football Game. The field will be 40 yards long + a 10-yard End Zone on each side. Each team will start an offensive possession at their own 5-yard line and will have 4 downs to get to the 20-yard line where they can get a new first down. Each student has been educated on how to actively participate and play each position on offense (Center, Quarterback, Receiver) and defense (Defensive Lineman, Defensive Back, Safety). It is the individual student's responsibility to sub into the game and participate at each position. Students will be assessed on their ability to use a variety of skills, play with offensive and defensive strategies, demonstrate their knowledge of the rules and play safely and energetically as a team.

Rubric Criteria: (1-4 Scale): Circle appropriate performance indicator

A. **Application of Skills:**
4 pts = Student almost always consistently demonstrates the ability to throw and catch the football, block, rush the QB, defend a wide receiver, set up a huddle and play a game of flag football.
3 pts = Student sometimes consistently demonstrates the ability to throw and catch the football, block, rush the QB, defend a wide receiver, set up a huddle and play a game of flag football.
2 pts = Student is inconsistent and ineffective in demonstrating the ability to throw and catch the football, block, rush the QB, defend a wide receiver, set up a huddle and play a game of flag football.
1 pts = Student is unable to demonstrate the ability to throw and catch the football, block, rush the QB, defend a wide receiver, set up a huddle and play a game of flag football. Student also uses skills inappropriately in the game.

B. **Application of Strategy:**
4 pts = Uses specialized position play in relation to teammates using effective one-on-one tactics (ex. Passing routes & pass defense) with appropriate field positioning consistently.
3 pts = Demonstrates appropriate offensive or defensive positioning in relation to other players; moves into appropriate position but is slower and less decisive to react to opponents and teammates.
2 pts = Needs continual guidance to be strategically effective on offense or defense; often out of position to be effective on offense and defense.
1 pts = Movements are inconsistent with basic game strategy; does not assist in team scoring or defense.

C. **Application of Rules:**
4 pts = Plays with no observable errors in scoring, terminology, etiquette and rules of the game. Can consistently apply all game rules to any game of flag football.
3 pts = Applies major rules correctly, but makes errors in rules, scoring or terminology.
2 pts = Demonstrates an understanding of the general concept of the game, but needs assistance applying rules, scoring and conventions of play.
1 pts = Consistent incorrect application of rules, terminology, and scoring. Continually displays the inability to participate in the game with an adequate understanding of the rules.

Total Score = _____

ATTENDANCE POLICY

A. As Physical Education operates on an alternating "A/B – schedule." The requirements for attendance and class credit is earned as .25 credits for each semester of completion. Failure to meet the attendance requirements for physical education is outlined by NYSED and describe in the MPUFSD Policy on attendance can result in denial of course credit. All information regarding attendance are outlined under MPUFSD Board of Education Policy #5160.

B. To be removed from traditional participation in Physical Education requires an explanatory note from a licensed physician. Specific information that should be included is listed below.
    1. *Date & Nature of injury*
    2. *Date of exam which would correspond to date of removal from participation*
    3. *Expected period of time for non-activity status*
    4. *Modifications (if any) permitted*
    5. *Follow-up protocols for re-evaluation or Return to Play (RTP)*
    6. *Concussion Management protocols are outlined under MPUFSD BOE Policy #5285*

C. Extended removal due to medical issues over a period of time must have a clear start/end date, or a time of reference for removal with an approximate date for a follow-up examination. Students on extended removal from physical participation will be expected to earn credit through completion of assigned "online" assignments through enrollment within Google Classroom. Please see the attached document for Medical Gym accommodation guidelines & implementation. *(Appendix D)*

ATHLETICS

Interscholastic Athletics participation for boys and girls within grades 7-12 is an integral part of the MPUFSD approach to physical education, health & wellness. Miller Place is compliant regarding TITLE IX regulations for opportunity, budget and facilities regarding male/female participation. Please see MPUFSD Board of Education Policy #5280 for an overview.

A. ATHLETIC OPPORTUNITIES – the Miller Place School District provides funding and support for the following athletic opportunities in Grades 7-12.

FALL SEASON					
BOYS TEAMS			**GIRLS TEAMS**		
LEVEL	**SPORT**	**# - TEAMS**	**LEVEL**	**SPORT**	**# - TEAMS**
Varsity	Football	1	Varsity	Field Hockey	1
JV	Football	1	JV	Field Hockey	1
Middle School	Football	1	MS	Field Hockey	1
Varsity	Soccer	1	Varsity	Soccer	1
JV	Soccer	1	JV	Soccer	1
MS	Soccer	1	MS	Soccer	1
Varsity	Cross Country	1	Varsity	Volleyball	1
Middle School	Cross Country	1	JV	Volleyball	1
Varsity	Golf	1*	Varsity	Tennis	1
			Middle School	Tennis	1
			Varsity	Cross Country	1
			Middle School	Cross Country	1
			Varsity	Game-Day Cheer	1
			MS	Spirit Cheer	1
			Individual	Gymnastics	1**
			Individual	Swimming	1**
Total Fall Season:		**9**	**Total Fall Season:**		**16**
WINTER SEASON					
BOYS TEAMS			**GIRLS TEAMS**		
Varsity	Basketball	1	Varsity	Basketball	1
JV	Basketball	1	JV	Basketball	1
Middle School	Basketball	1	Middle School	Basketball	1
Varsity	Wrestling	1	Varsity	Competitive Cheer	1
JV	Wrestling	1	Middle School	Competitive Cheer	1
Varsity	Winter Track	1	Varsity	Winter Track	1
Varsity	Fencing	1*	Varsity	Fencing	1*
Individual	Swimming	1**	Middle School	Volleyball	1
Total Winter Season:		**8**	**Total Winter Season:**		**8**

SPRING SEASON					
BOYS TEAMS			**GIRLS TEAMS**		
Varsity	Baseball	1	Varsity	Softball	1
JV	Baseball	1	JV	Softball	1
Middle School	Baseball	1	Middle School	Softball	1
Varsity	Track	1	Varsity	Track	1
Middle School	Track	1	Middle School	Track	1
Varsity	Lacrosse	1	Varsity	Lacrosse	1
JV	Lacrosse	1	JV	Lacrosse	1
Middle School	Lacrosse	1	Middle School	Lacrosse	1
Varsity	Badminton	1	Varsity	Badminton	1
Varsity	Tennis	1			
Middle School	Tennis	1			
Total Spring Season:		**11**	**Total Spring Season:**		**9**

*Activities in **RED** are Combined Teams with another school district as the host location.*
*Activities in **BLUE** are offered as Individual/Independent participation under NYS/Section XI Individual Competitor Guidelines. (Appendix E)*

B. ATHLETIC ELIGIBILITY under the guidelines set forth under the MPUFSD BOE Policy #5200, #5205, #5305. *(Appendix C)*

C. <u>SPORTS PHYSICALS</u>

Sports Physical Examinations are required for each participant in athletics per NYSED Education Law Article 19. A copy of the required information as a part of the NYS Commissioner's Regulations are included. *(Appendix A)*

Within the MPUFSD, the following procedures are taken towards allowing sports participation.

1. A valid Sports Physical performed via 1 or 2 methods and must be completed on the required NYS Health Examination Form and follow the outline as described within MPUFSD BOE Policy #5280.1. (*Appendix C)*
    a. Examination through a Board of Education approved Medical Director/Personnel at the expense of the district.
    b. Examination via a private/family selected licensed physician at the expense of the family.
    c. Either pathway towards clearance (A or B) must have exam dates that are prior to the start date of official practices/tryouts.
2. A general medical intake is included as a part of the participation registration procedure. The information is collected is provided by the parent/guardian within the preceding 30 days registration period of each sports season participation. *(Appendix A)*

D. MIXED COMPETITION – please see NYSED Commissioner's Regulations and Guidelines Section 135.4 (c)(7)(ii)(c). *(Appendix E)*

E. ADVANCED ATHLETIC PLACEMENT (APP) – The MPUFSD does permit 7th and 8th grade students to qualify up to a High School level of competition for all sports offered EXCEPT football. Students must qualify through the established NYSED Commissioner's Regulations and Guidelines 135.4(c)(7)(ii)(a)(4) (Appendix A) and the MPUFSD BOE Policy #5252. *(Appendix C)*

F. HIRING PRACTICES/COACHES – all coaches employed by the Miller Place School District must meet the following criteria for consideration.

Be a currently certified teacher in NYS (or) possess a current NYS Coaching Certificate…temporary or permanent. Certification includes:

- Up-to-date CPR/1st Aid/AED certification (good for 2 years)
- DASA training
- School Violence & Child Abuse workshops
- Fingerprint clearance

Be interviewed and recommended based on skills, experience and recommendation by the Administrator for Athletics.

- Be interviewed and approved by the Deputy Superintendent of Personnel
- Be approved by the Miller Place School District Board of Education

G. ATHLETIC PARTICIPATION for PHYSICAL EDUCATION CREDIT
There is no process in place for earning Physical Education credit through extra-curricular sports participation.

H. EVALUATIONS
Please see the attached form used for evaluating coaches after each season of employment.

I. ATHLETIC TRAINER
An Athletic trainer is employed by the MPUFSD as a BOE approved employee to oversee the evaluation and treatment of student-athletes during the school year. This individual is present at most home events (games & practices) when possible and select away contests.

J. CODE of CONDUCT *(Appendix E)*

1. Coaches Code of Conduct
2. Student Conduct/Acknowledgments

K. EMERGENCY PROCEDURES…see ***(****Appendix B)* for the most up-to-date Emergency Action Plan.

FACILITIES

The following facilities are available for use for Physical Education instruction, Athletics, Intramurals & Community Groups at the respective buildings.

A. MPHS

1. Gymnasium – which may be divided into 2 smaller areas by a divider/curtain
2. Wrestling Room
3. Fitness/Weight Room
4. Tennis Courts (with 8 individual courts)
5. Softball Field
6. Baseball Field
7. (2) Turf Multi-sport fields
8. (3) Grass field areas
9. (1) Running Track
10. Library
11. Auditorium with stage

B. NCRMS

1. Gymnasium
2. Tennis Courts (with 4 individual courts)
3. Baseball Field
4. Softball Field
5. 2 Large Grass Field areas
6. 1 Yoga Room

C. LADSBS

1. Gymnasium
2. Rubber surface playground with Fitness Equipment
3. Blacktop area playground
4. 1 Large grass field area
5. Softball Field
6. 1 Yoga Room

D. AMPS

1. Gymnasium
2. Rubber surface playground
3. 1 Small grass area
4. 1 Larger grass area
5. 1 Yoga Room

ADMINISTRATIVE PROCEDURES and POLICIES

A. SPORTS PHYSICALS

Sports Physical Examinations are required for each participant in athletics per NYSED Education Law Article 19. A copy of the required information as a part of the NYS Commissioner's Regulations are included. *(Appendix A)*

1. Within the MPUFSD, the following procedures are taken towards allowing sports participation.
    a. A valid Sports Physical performed via 1 or 2 methods and must be completed on the required NYS Health Examination Form and follow the outline as described in MPUFSD BOE Policy #5280.1. *(Appendix C)*
        - Examination through a Board of Education approved Medical Director/Personnel at the expense of the district.
        - Examination via a private/family selected licensed physician at the expense of the family.
        - Either pathway towards clearance (A or B) must have exam dates that are prior to the start date of official practices/tryouts.
    b. A general medical intake is included as a part of the participation registration procedure. The information is collected is provided by the parent/guardian within the preceding 30 days registration period of each sports season participation. *(Appendix A)*

B. FITNESS TESTING

1. Fitness testing is a component of the Middle School Physical Education program
    a. Outcomes for each individual are non-credit bearing outside of effort and participation expectations.
    b. Presidential Physical Fitness levels are used as a part of the Athletic Placement Process (APP) when 7^{th}/8^{th} Grade students are under consideration for placement into a HS (JV or Varsity) level of sports participation.

C. CLASS SIZE & GROUPING

1. Physical education classes in the Miller Place School District (K-12) are heterogeneous in structure.
    a. Typical ratio of Students to Teacher for each building level as of 2024-2025 school enrollment data.
        - AMPS – 21.6
        - LADSB – 24.2
        - NCRMS – 23:2
        - MPHS – 24:6

D. USE of NON-PE/SCHOOL FACILITIES

1. Physical Education classes do have access to non-traditional facilities to expand instructional opportunities and student experiences.
        a. Library
        b. IT Media (Computer Labs & Lap-Tops)

c. Auditorium for presentations

E. SUPPLEMENTARY PERSONNEL

1. Certified Health Instructors
2. Athletic Trainer
3. Social Workers/Student Assistance Counselors
4. School Psychologists

F. SUMMER SCHOOL PROGRAMS

1. Not currently offered directly through Miller Place School District. Placement is available through other school districts. Those processes are handled through the Guidance Office.

G. SAFETY PRACTICES/POLICIES

1. **Jewelry**
    a. Jewelry should not be worn during activities as designated by the Physical Education teacher. Specifically rings, necklaces, watches & earrings. This may be adjusted based on the activity.
2. **Dressing Out**
    a. Appropriate athletic shoes are expected for most activities, except when communicated by the instructor where shoes are not worn (ex: Yoga).
    b. Students should wear clothing that allows for free movement and appropriate coverage (ex: shorts, tights, leggings, sweatpants). Students are not permitted to wear dress slacks, jeans, skirts or dresses.
    c. Appropriate tops are expected within the realm of t-shirts, sweatshirts or polo shirts.
    d. All clothing selected for participation should be different from what was worn to school.
3. **Equipment**
    a. Equipment for daily lessons will be set-up prior to students entering the participation area.
    b. Routines for obtaining, using and returning equipment will be clearly explained by the teacher.
    c. Students should only obtain or manipulate equipment as per the teacher's instructions regarding safety protocols & appropriate use.
4. **Facility Inspection**
    a. Facility inspections will be performed as follows…
        - Informal Daily – individual teachers
        - Informal Monthly/Seasonal Inspections – Director of
        - Scheduled Inspections through certified agencies are handled by the Facilities Director
5. **Equipment Inspection**
    a. Performed on a daily or weekly basis by the teachers in charge of their specific activity.
6. **Weather Policy/Procedures**

a. Students are expected to remain inside during the following weather conditions.
    - Rain
    - Thunder/Lightening
    - Snow/Ice
    - High Winds (above 25 mph)
    - Cold (below 45 degrees F)

7. Thunder/Lightening policies for outside activity are outlined under the MPUFSD Emergency Action Plan. *(Appendix B)*
8. **Emergency Action Plans**…for all information regarding management of emergency action plans, practices and procedures for injuries to faculty, students & spectators, please see *Appendix B*.

APPENDIX A

NYS EDUCATION DEPARTMENT
"COMMISIONER'S REGULATIONS"

APPENDIX B

MILLER PLACE SCHOOL DISTRICT
"EMERGENCY ACTION PLAN"

APPENDIX C

MILLER PLACE SCHOOL DISTRICT

"BOARD OF EDUCATION POLICIES"

- *Student Attendance – (#5160)*
- *Extra-Curricular Participation – (#5200)*
- *Eligibility for Extra-Curricular Activity – (#5205)*
- *Advanced Placement/APP – (#5252)*
- *Interscholastic Athletics – (#5280)*
- *Sports Physicals – (#5280.1)*
- *Concussion Management – (#5285)*
- *Eligibility & Discipline – (#5305)*
- *Automated Electronic Defibrillator/AED – (#5425)*

APPENDIX D

MILLER PLACE SCHOOL DISTRICT
"MEDICAL PHYSICAL EDUCATION PROCEDURES"

APPENDIX E

MILLER PLACE ATHLETICS DEPARTMENT

"CONTENT SPECIFIC FORMS"

- *COACHES CODE of CONDUCT – MPUFSD*
- *COACHES EVALUATION FORM – MPUFSD*