

- I. Meeting Called to Order**
- II. Pledge of Allegiance to the Flag**
- III. President's Comments**
- IV. Superintendent's Report**
- V. Board Student Representative- Taryn Bjorling**
- VI. Board Meeting Minutes** **(BOARD ACTION)**
- VII. August 2023 Warrant Review (Mrs. Thomas and Mrs. Calabrese)** **(BOARD ACTION)**
- VIII. Resolution Authorizing Partial Settlement of Vaping Litigation** **(BOARD ACTION)**
- IX. Consensus Agenda** **(BOARD ACTION)**

The Superintendent recommends that the Board of Education approve/accept the following:

Business

1. Certification of Lead Evaluators- Teachers
2. Surplus Items
3. New Club
4. District Physical Education Plan
5. Volunteers
6. Recommendations of the Committee on Special Education

Personnel

End of Consensus Agenda

- X. District Committee Reports**
 - Council for Instructional Excellence (CIE)- Dr. Jen Schneider/ Mrs. Beth Thomas- *September 13, 2023*
 - Safety / Health / Security Committee- Mr. John Polimeni- *September 21, 2023*
- XI. Closing Remarks**

I. Meeting Called to Order

II. Pledge of Allegiance to the Flag

III. President's Comments

- Remarks
- Correspondence

IV. Superintendent's Report

- Remarks
- Correspondence
- Updates to Agenda - (e.g., supplemental agenda items, revisions, etc.)

V. Board Student Representative- Taryn Bjorling

VI. Board Meeting Minutes

- September 11, 2023- Regular Meeting Minutes

(BOARD ACTION)

VII. August 2023 Warrant Review (Mrs. Thomas and Mrs. Calabrese)

(BOARD ACTION)

- A-15 General 9009090-9009152 (ACH)
- A-16 General 17501-17564 (Check Print)
- A-17 General 17500 (In House Payable)
- A-18 General 17565-17569 (In House)
- A-21 General 9009153-9009195 (ACH)
- A-22 General 17574-17622 (Check Print)
- A-23 General 17570-17573, 17623-17624 (In House)
- C-4 Cafeteria 2846-2857
- C-5 Cafeteria 2858-2865
- F-6 Federal 9000455-9000457 (ACH)
- F-7 Federal 911-914 (Check Print)
- F-8 Federal 910 (In House)
- F-9 Federal 915-919 (Check Print)
- F-10 Federal 9000458-9000461 (ACH)
- F-11 Federal 920 (In House)
- H-5 Capital 9000207-9000211 (ACH)
- H-7 Capital 611-619 (Check Print)
- H-8 Capital 620-625 (Check Print)
- H-9 Capital 9000212-9000214 (ACH)

VIII. Resolution Authorizing Partial Settlement of Vaping Litigation

(BOARD ACTION)

WHEREAS, in recent years the use and abuse of e-cigarettes and vaping devices increased dramatically among high school and middle school students, leading to significant risks of addiction and potentially life-threatening respiratory ailments; and

WHEREAS, students attending the Canandaigua City School District (the "School District") have not been immune to this phenomenon with the School District observing students using e-cigarettes and vaping devices in school and on school grounds; and

WHEREAS, the use of e-cigarettes and vaping devices by students has caused the School District to incur costs in the form of staff time, disciplinary proceedings, and other costs, with the expectation that these costs will only increase unless and until student use of these devices decreases and stops; and

WHEREAS, the School District authorized the law firms of Ferrara Fiorenza PC, and the Frantz Law Group, APLC, to initiate litigation against Altria Group, Inc. and Philip Morris USA, Inc., Altria

Client Services LLC, Altria Enterprises LLC, and Altria Group Distribution Company (collectively "Altria") by board resolution relating to the production, marketing, sale, and distribution of e-cigarettes and vaping devices; and

WHEREAS, a tentative settlement has been reached with Defendant Altria whereby in return for discontinuing the litigation, the School District would receive certain cash payment; and

WHEREAS, the amount that the School District receives will be no less than \$4,868; and

WHEREAS, the Board of Education (the "Board") has determined it is necessary, advantageous, desirable, and in the public interest and the best interests of the School District that it settle this litigation against Altria.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the School District, as follows:

1. The Board authorizes the partial settlement of the vaping lawsuit against defendant Altria.
2. A Settlement with the substantive terms contained herein is hereby approved in substantially the form reviewed by the Board and together with such minor modifications as are deemed necessary by the School District's attorneys and administrators to protect the best interests of the School District.
3. The Board President, Superintendent and their designee(s) are hereby authorized to finalize, sign and enter into the Settlement Agreement on behalf of the School District and take all actions and execute all documents necessary or appropriate to carry out the intent of this Resolution.
4. This Resolution shall take effect immediately.

Mrs. Amy Calabrese	Voting _____
Mr. Milton Johnson	Voting _____
Mrs. Julianne Miller	Voting _____
Mrs. Megan Personale	Voting _____
Mr. John Polimeni	Voting _____
Dr. Jen Schneider	Voting _____
Ms. Jennifer Tessendorf	Voting _____
Mrs. Beth Thomas	Voting _____
Mrs. Jeanie Grimm	Voting _____

IX. Consensus Agenda

(BOARD ACTION)

The Superintendent recommends that the Board of Education approve/accept the following:

Business

1. Certification of Lead Evaluators- Teachers

BE IT RESOLVED THAT **Lindsay Lazenby, Chris Paige, and Vernon Tenney** are hereby certified as a Qualified Lead Evaluator of Teachers having successfully completed the training requirements prescribed in 8 NYCRR §30-2.9(b), including:

- 1) The New York State Teaching Standards, and their related elements and performance indicators/the Leadership Standards and their related functions;
- 2) Evidence-based observation techniques that are grounded in research;
- 3) Application and use of the student growth percentile model and the value-added growth model as defined in 8 NYCRR §30-2.2;

- 4) Application and use of the State-approved Teachers rubric selected by the Canandaigua City School District for use in the evaluation of Teachers, including training on the effective application of such rubric to observe a Teachers practice;
- 5) Application and use of the assessment tools that the Canandaigua City School District utilizes to evaluate its Teachers, including by not limited to evidenced based observation, evidenced based school visits, artifact collection and review and professional goals;
- 6) Application and use of the State-approved locally selected measures of student achievement used by the Canandaigua City School District to evaluate its Teachers;
- 7) The scoring methodology utilized by the Department and the Canandaigua City School District to evaluate a Teachers under 8 NYCCR Subpart 30-2, including
 - a. How scores are generated for each subcomponent and the composite effectiveness score of Teachers, and
 - b. Application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the overall rating of Teachers and their subcomponent ratings; and

Specific considerations in evaluating Teachers of English language learners and students with disabilities.

2. Surplus Items

Mrs. Emily Bonadonna, Primary School Principal, is requesting approval to declare as surplus the attached listing of books.

Mr. Brian Amesbury, Elementary School Principal, is requesting approval to declare as surplus the following musical instruments:

- Baritone: 040097
- Baritone: 151413
- Flute: 224269
- Oboe: 20785
- Trombone: 90990
- Trombone: E51978
- Trumpet: 59799

3. New Club

Mrs. Marissa Logue, Academy Principal, is requesting approval for a new Dungeons and Dragons club. Students will play different games, have fun, and make new friends. The unpaid advisor is Ms. Ludwig La-sota.

4. District Physical Education Plan

Approval of the 2023-2024 District Physical Education Plan.

5. Volunteers

Mrs. Emily Bonadonna is requesting approval for the following volunteers for the 2023-2024 school year:

Sarah Clayson	Austin Meade	Kristie Huff
Carly Hilts	Taylor Meade	Brianna Uviani
Jose Ramire Zamora	Audrey Bartling	Kristin Schuster
Maria Llamas	Danielle Weinel	Samantha Apicella

Jayden/Julia Tabaco	Jason Briggs	Valerie Derosia
Grade Davis	Julianna Briggs	Samantha Apicella
Ofelia Ramirez	Margaret Hall	Nathan DiGrande
Amanda Malcolm	Danielle Chizewick	Diana DiGrande
Tracy Dello Stretto	Shannon Horan	Jessie Pruden

6. Recommendations of the Committee on Special Education

Recommendations of the Committee on Special Education meeting dates of: August 28, 2023; August 29, 2023; August 30, 2023; August 31, 2023; September 6, 2023; September 8, 2023; September 11, 2023; September 12, 2023;

Personnel

1. Non-Instructional Personnel

A. Removals

<u>Name</u>	<u>Position</u>	<u>Reason</u>	<u>Effective</u>
Jill Cross	Registered Nurse	Resignation	9/28/2023
Marilyn Ruiz	School Monitor	Resignation	9/11/2023

B. Appointments

Pending Civil Service approval and NYSED fingerprint clearance where applicable:

<u>Name</u>	<u>Position</u>	<u>Effective</u>	<u>Rate</u>
Oksana Tomashevskia	Substitute Food Service Helper	9/18/2023	\$15.00/hr.
Michelle Nazelrod	School Monitor	9/18/2023	\$15.07/hr.
Kevin Clark	School Bus Driver, Non-Route	8/25/2023	\$19.00/hr.
Stefanie Carney	Teacher Aide	10/2/2023	\$15.05/hr.
Brian LaBerge	School Bus Driver Trainee	9/18/2023	\$14.20/hr.
Brant Duell	School Monitor	9/25/2023	\$15.07/hr.
Eric Chrisman	School Bus Monitor	9/27/2023	\$15.07/hr.

2. Instructional Personnel

A. Resignation

- 1) Cayley Ames, Special Education Teacher, has revised her resignation date to September 22, 2023.

B. Appointments

1) Tenure Appointments

The following staff members are being recommended for tenure appointment pending successful completion of their probationary period. They have been reviewed by their Building Principal, the Superintendent and the Board of Education. The Superintendent recommends that the Board of Education approve the appointment to tenure in the Canandaigua City School District the following staff members:

<u>Name</u>	<u>Tenure Area</u>	<u>Effective</u>
James Brenchley	School Psychologist	10/1/2023
Tiffany Fox	Elementary	10/1/2023
Jennifer Medler	Elementary	10/1/2023

2) Interim Substitute Teacher

The following individual has been recommended for an Interim Substitute Teacher position as indicated at an agreed upon rate for the duration of the assignment:

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective</u>
Luc Pereira	Music Teacher	Middle School	9/15/23 – 10/27/2023

3) Contract Substitute Teacher

The following individual has been recommended to Contract Substitute Teacher positions for the 2023 – 2024 school year at the contractual rate:

Tom Willmott – Elementary School

4) Certified Substitute Teachers

The following individuals have been recommended to Certified Substitute Teacher positions conditional upon criminal history clearance from the New York State Education Department where applicable.

Lisa Carro – Preferred
Patrick Neureuter
Jen Bay – Preferred

1) Non-Certified Substitute Teachers

The following individuals have been recommended to Non-Certified Substitute Teacher positions conditional upon criminal history clearance from the New York State Education Department and verification of 1 year of college where applicable.

Jessica Pavia
Bruce Hawkins III
Madeline Jensen

5) Stipend Positions 2023 – 2024 School Year

CO-CURRICULAR POSITIONS:

Snow Sports Advisor, Elementary School
Snow Sports Advisor, Elementary School

OTHER STIPEND POSITIONS

Healthy Rewards Ambassador
Lift Project Coordinator
Plant-Based Coach
SAT Prep Class – Math

EMPLOYEE:

Leah Stevens (50%)
Carly Camp (50%)

Myra Morgan
Jeremiah Johnson
Christine Sickles
Heather Black

6) Mentors

The following individuals have been recommended as Mentors for the 2023-2024 school year at the contractual rate:

Ann Gleason	MaryAnne Duncan	Lisa Cooke
Denise Shimmon	Megan Cabral	Culhane
Rebecca Kraft	Adam Stoler	Matt Walters
Stacy Bills	Tabitha Metz	Christine McClain
Stephanie Piper	Eric Harter	Jeannie Canough
Lindsay Jimenez	Rachel Jenkins	Abby Zanowick
Jennifer Rosenbauer	Lisa Lupton	Anne Olvany
Sam Marren	Karyn Cagwin	Holly Thomas

Amber Pawlak	Erin Doud	Julie Reinke
Karen Brown	Nicole Askin	Katherine Wells
Mindy Fikes	Brooke Warren	Kaylee Rose
Tina Walters	Chris D'Amato	Leah Stevens
Elizabeth Giuliano	Eric Ward	Lori Kovalovsky
Theresa Morabito	Sally McKenna	Peggy Maves

End of Consensus Agenda

X. District Committee Reports

Although Board of Education members receive minutes from these District committees, highlights and special items for background information may need to be shared on an as needed basis.

- Character Education Committee- Mrs. Amy Calabrese/ Mr. Milton Johnson
- Council for Instructional Excellence (CIE)- Dr. Jen Schneider/ Mrs. Beth Thomas- *September 13, 2023*
- Diversity, Equity, and Inclusion Task Force- Mrs. Julianne Miller
- Safety / Health / Security Committee- Mr. John Polimeni- *September 21, 2023*

XI. Upcoming Events

- October 2- School Tax Collection Begins
- October 6- Early Release
- October 9- Columbus / Indigenous Peoples' Day
- October 12- Primary School Open House
- October 16- Board of Education Meeting
- October 19- Elementary School Open House
- October 21- PES Fall Carnival
- October 25- CA Jazz Ensemble
- October 30- Board of Education Visitation
- October 31- Last day to pay School Taxes without Penalty

XII. Closing Remarks

(President, Board of Education and/or Superintendent)

The Regular meeting of the Canandaigua City School District Board of Education was held on Monday, September 11, 2023 at 6:30 p.m. at the Operations Center, President Grimm presiding.

BOARD MEMBERS PRESENT: Jeanie Grimm, Milton Johnson, Megan Personale, Julianne Miller, John Polimeni, Jen Schneider, Jenny Tessendorf

BOARD MEMBERS ABSENT: Amy Calabrese, Beth Thomas

LEADERSHIP TEAM PRESENT: Jamie Farr, Brian Nolan, Matt Fitch, Matt Schrage

BOARD DISTRICT CLERK: Deborah Sundlov

OTHERS PRESENT: Taryn Bjorling, visitors on file

Pledge of Allegiance to the Flag

Mrs. Grimm called the meeting to order at 6:30 p.m. with everyone standing for the Pledge of Allegiance.

Superintendent's Report

Superintendent Farr commented on how wonderful it is to have all staff back. Everyone seems to be recharged and ready to go. He noted that opening day was a bit warm and going forward a decision will be made depending on what the forecast for the temperature will be. On day two everyone gathered again for a presentation with Mr. Matt Schrage, Assistant Superintendent for Instruction, and Solution Tree. First day of students was also very positive.

Board Student Representative

Taryn Bjorling, Board of Education Student Representative, introduced herself to the Board. The Board also introduced themselves to Taryn and welcomed her to the Board. Taryn plays volleyball and is part of Student Government, member of National Honor Society, and plays cello.

Public Comments

Amy Scibelli, Canandaigua School District
Bessy Tyrrell, Naples School District
Melanie Smith, Canandaigua School District

Proposed Tax Roll Resolution

Upon a motion made by Dr. Schneider, seconded by Mr. Johnson, with all present voting yes, the Board of Education approved voting on the proposed tax roll resolution.

APPROVED: TAX ROLL

Superintendent recommended the following resolution be adopted to accept the tax roll.

WHEREAS the Board of Education has been authorized by the voters at the Annual School Meeting to raise for the current budget of the 2023-2024 school year a sum not to exceed \$51,098,000.

THEREFORE, BE IT RESOLVED, that the board fix the equalized tax rates by towns and confirm the extension of the taxes as they appear on the following described attached tax roll,

AND BE IT HEREBY DIRECTED THAT the tax warrant of this board, duly signed shall be affixed to the above described tax rolls authorizing the collection of said taxes to begin October 2, 2023 and end January 2, 2024 giving the tax warrant an effective period of 93 days at the expiration of which time the tax collector shall make an accounting in writing to the board;

AND IT IS FURTHER DIRECTED THAT the delinquent tax penalties shall be fixed as follows: 1st month no delinquent fee is due, 2nd month interest of 1 percent added, 3rd month or fraction thereof, interest of 3 percent.

The question of the adoption of the foregoing resolution will be a vote on roll call as follows:

Mrs. Amy Calabrese	Absent
Mr. Milton Johnson	Voting Yes
Mrs. Julianne Miller	Voting Yes
Mrs. Megan Personale	Voting Yes
Mr. John Polimeni	Voting Yes
Dr. Jen Schneider	Voting Yes
Ms. Jennifer Tessendorf	Voting Yes
Mrs. Beth Thomas	Voting Yes
Mrs. Jeanie Grimm	Absent

Social Media Resolution

Upon a motion made by Mrs. Personale, seconded by Mrs. Miller, with all present voting yes, the Board of Education approved voting on the social media resolution.

APPROVED: SOCIAL MEDIA

WHEREAS, the Surgeon General of the United States Public Health Service has issued an Advisory on Social Media and Youth Mental Health which:

- "calls attention to the growing concerns about the effects of social media on youth mental health;"
- emphasized that "now is the time to act swiftly and decisively to protect children and adolescents from risk of harm;"
- "[t]he onus of mitigating the potential harms of social media should not be placed solely on the shoulders of parents and caregivers;" and
- "[t]echnology companies play a central role and have a fundamental responsibility in designing a safe online environment and in preventing, minimizing, and addressing the risks associated with social media."

WHEREAS, the Surgeon General of the United States Public Health Service has further concluded that:

- "Social media use by youth is nearly universal. Up to 95% of youth ages 13-17 report using a social media platform, with more than a third saying they use social media 'almost constantly.'"
- "nearly 40% of children ages 8-12 use social media;"
- "in early adolescence ... brain development is especially susceptible to social pressures, peer opinions, and peer comparison;"
- "[s]ocial media may ... perpetuate body dissatisfaction, disordered eating behaviors, social comparison, and low self-esteem, especially among adolescent girls;"
- "[i]n a nationally representative survey of girls aged 11-15, one-third or more say they feel 'addicted' to a social media platform;"
- "[o]ver half of teenagers report that it would be hard to give up social media;" and
- [t]here is a consistent relationship between excessive social media use "depression among youth."

WHEREAS, the Surgeon General of the United States Public Health Service has specifically urged that it is "urgent that we take action."

WHEREAS, it has been reported that students, "[m]ore than ever, were glued to [their cellphones] during class."

WHEREAS, it has been reported that "a growing number of educators ... find themselves on the front lines of a fight to change how students use social media" and "there was been a push for more schools to ... develop programs to help educate students on the dangers of social media."

WHEREAS, the Canandaigua City School District (the "School District") has and continues to experience significant problems with student use of social media, which use, among other things: (i) has created a substantial and ongoing interruption of and disturbance to its educational mission; (ii) has resulted in the diversion of substantial resources in an attempt to abate and prevent such use and its results harms; and (iii) poses a significant risk to the health and well-being of its students; and

WHEREAS, the School District is a leader in education excellence whose faculty and administrators care deeply about the education and well-being of its students;

NOW, THEREFORE, BE IT RESOLVED BY THE SCHOOL DISTRICT:

That the Board of Education authorizes the law firm of Wagstaff & Cartmell, LLP and Ferrara Fiorenza PC to initiate litigation and file suit against any appropriate parties to seek compensation to the School District for damages suffered by the School District and its students as a result of the development, operation, and marketing of social media platforms, and to seek any other appropriate relief. The School District hereby authorizes its Superintendent of Schools or their designee to sign all appropriate documents and fee agreements on behalf of the School District.

The question of the adoption of the foregoing resolution will be a vote on roll call as follows:

Mrs. Amy Calabrese	Absent
Mr. Milton Johnson	Voting Yes
Mrs. Julianne Miller	Voting Yes
Mrs. Megan Personale	Voting Yes
Mr. John Polimeni	Voting No
Dr. Jen Schneider	Voting Yes
Ms. Jennifer Tessendorf	Voting Yes
Mrs. Beth Thomas	Voting Yes
Mrs. Jeanie Grimm	Absent

Board Meeting Minutes

Upon a motion made by Ms. Tessendorf, seconded by Mrs. Miller, with all present voting yes, the Board of Education approved the August 28, 2023 Regular Meeting minutes.

APPROVED: MINUTES

Opening Day Reports

The following opening day reports were presented, with each principal thanking Mr. Mike McClain, Director of Facilities and Operations, and his team for all their work over the summer.

Mrs. Emily Bonadonna, Primary School Principal, reported there are 206 kindergarten, 207 first grade, and 247 second grade students. There are 68 students in offsite UPK classrooms.

Mr. Brian Amesbury, Elementary School Principal, reported there are 243 third grade, 262 fourth grade, and 214 fifth grade students.

Mr. John Arthur, Middle School Principal, reported there are 253 sixth grade, 227 seventh grade, and 241 eighth grade students.

Mrs. Marissa Logue, Academy Principal, reported there are 231 ninth grade, 267 tenth grade, 256 eleventh, and 276 twelfth grade students.

Mr. Mike McClain, Director of Facilities and Operations, provided the board with a brief overview of what his department accomplished over the summer.

Mr. Seth Clearman, Transportation Supervisor, reported on the first few days of school. This year the department sent out letters to all families prior to the start of school, which resulted in a fairly seamless beginning.

Consensus Agenda

Upon a motion made by Mrs. Personale, seconded by Mrs. Miller, with all present voting yes, the Board of Education approved/accepted the Consensus Agenda.

APPROVED: CONSENSUS AND SUPPLEMENTAL AGENDAS

Business

1. Treasurer's Report

the Treasurer's Report for the Period of July 1, 2023 - July 31, 2023. Additional information is included as an attachment and is filed.

2. Budget Status Report

the Appropriation Status Report, which is a summary, for the period of July 1, 2022 - July 31, 2023. Additional information is included as an attachment and is filed.

3. Revenue Status Report

the Revenue Status Report, which is a summary, for the period of July 1, 2022- July 31, 2023. Additional information is included as an attachment and is filed.

4. Universal Pre-Kindergarten

extension of Award of Request for Proposal for Universal Pre-Kindergarten for community-based organizations to be funded by UPK state/federal grants of \$5,500/student effective September 1, 2023- June 30, 2024 to:

- Care-A-Lot Child Care of Farmington, Inc., (up to 18 students)
- Finger Lakes Community College (FLCC) Child Care Center (up to 16 students)
- Happiness House (up to 18 students)
- Our Children's Place (up to 16 students)

5. Agreement

an agreement with the Rochester School of the Holy Childhood, Inc. per student(s) IEP, from 9/6/23- 6/21/23.

an agreement with Michelle Diehl for Teacher of the Visually Impaired related services per a student(s) IEP or Section 504 plan at a rate of \$125/hour from August 29, 2023 - June 28, 2024.

6. Surplus Books

the request of Mrs. Marissa Logue, Academy Principal, to declare as surplus the following:

- *Meyers' Psychology for AP* by David G. Myers, 2011- 64 copies

the request of Mrs. Emily Bonadonna, Primary School Principal, to declare as surplus the following:

- The Fountas & Pinnell Benchmark Assessment System, Reading Assessment Kits for Grades K-8, Level A-N- 978-0-325-13718-6- 1 set

7. Athletic Volunteers

the request of Mrs. Caroline Chapman, Athletic Director, for the below volunteers:

- Erik Griffin to be a volunteer assistant volleyball coach
- Pat O'Hara to be a volunteer coach for girls volleyball

8. Guest Speakers

the request of Mr. Brian Amesbury, Elementary School, for Ruby Cunningham and Rebecca Godwin from Safe Harbors of the Finger Lakes to visit classrooms in the Primary and Elementary Schools to teach students about personal safety.

9. CPSE/CSE

to rescind the approval of CPSE/CSE for student number 1005929 that was approved on August 28, 2023.

10. Recommendations of the Committee on Special Education

of the Committee on Special Education meeting dates of: April 24, 2023; June 22, 2023; July 10, 2023; August 14, 2023; August 15, 2023; August 16, 2023; August 17, 2023; August 18, 2023; August 22, 2023; August 23, 2023; and August 30, 2023.

Personnel

1. Non-Instructional Personnel

A. Resignation for the Purpose of Retirement

resignation for the purpose of retirement from the following individual. On behalf of the District, sincere best wishes for a happy and healthy retirement are offered. Thank you for the many years of service to the youth of the Canandaigua City School District.

<u>Name</u>	<u>Position</u>	<u>Effective</u>	<u>Years of Service</u>
Steven Voeltz	Building Maintenance Assistant	12/29/2023	30

B. Removals

<u>Name</u>	<u>Position</u>	<u>Reason</u>	<u>Effective</u>
Kevin Clark	School Bus Driver	Resignation	8/24/2023
Lacreesha Cook	School Monitor	Resignation	9/15/2023
Jordan Boylan	Teacher Aide	Resignation	8/26/2023
Mary Connor	Teacher Aide	Resignation	8/30/2023
Jacquelyn Metz	Teacher Aide	Resignation	9/2/2023
Elizabeth Malanga	Teacher Aide	Resignation	8/31/2023
Jeremy Sager	School Bus Driver	Resignation in order to accept another position with the District	8/30/2023
Carolyn Keller	Teacher Aide	Resignation in order to accept another position with the District	8/30/2023

Jann Santiago	Teacher Aide	Resignation in order to accept another position in the District	9/6/2023
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A. Appointments

Pending Civil Service approval and NYSED fingerprint clearance where applicable:

<u>Name</u>	<u>Position</u>	<u>Effective</u>	<u>Rate</u>
Kevin Clark	Substitute School Bus Driver	8/29/2023	\$19.00/hr.
Michael Allen	Custodial Worker (Rescinded Retirement)	8/29/2023	Current Rate
Brian LaBerge	School Bus Monitor	9/5/2023	\$15.07/hr.
Taylor Bordwell	Teacher Aide	9/5/2023	\$15.05/hr.
Amanda Prinzi	Teacher Aide	9/5/2023	\$15.05/hr.
Rosa Oliveri	Teacher Aide	9/5/2023	\$15.05/hr.
Madison Johnson	Teacher Aide	9/5/2023	\$15.05/hr.
Carrie Klug	Substitute Food Service Helper	9/6/2023	\$15.00/hr.
William Connor	Teacher Aide	9/11/2023	\$15.05/hr.
Lisa Haug	School Bus Driver	9/7/2023	\$24.66/hr.
Jeremy Seager	School Bus Monitor	9/5/2023	\$15.07/hr.
Michael TeWinkle	IT Support Technician II	9/1/2023	Per Contract
Carolyn Keller	Substitute Teacher Aide	9/7/2023	\$15.00/hr.
April VanDusen	Teacher Aide	9/5/2023	\$15.97/hr.
Susan Friend	Substitute IT Support Technician II	9/1/2023	Retirement Rate
JoAnne Relyea	Typist, FT-10	8/28/2023	\$16.25/hr.
Heather Vankouwenberg	Substitute School Bus Monitor	9/7/2023	\$15.00/hr.
Sara Tasso	Substitute Teacher Aide	9/8/2023	\$15.00/hr.

2. Instructional Personnel

A. Resignation

- 1) of Alexandra Wagner, Contract Substitute Teacher, who has resigned from the District effective August 24, 2023.
- 2) of Cayley Ames, Special Education Teacher, who has resigned from the District effective October 17, 2023.
- 3) of Nicole Bell, Contract Substitute Teacher, who has resigned from the District effective September 4, 2023.

B. Appointments

The Board of Education of the Canandaigua City School District hereby accepts the recommendation of the Superintendent to appoint the following instructional employee. Eligibility for tenure as a classroom teacher or building principal is contingent upon his/her successful completion of the probationary term and having received composite or overall APPR rating of either "Effective" or "Highly Effective" in at least three of the four preceding years and a rating higher than "Ineffective" in the final year of the probationary period.

- 1) of Megan Myers who has worked for the District as a part-time Teacher of the Deaf and Hard of Hearing from November 2017 to March 2022. Ms. Myers is appointed to a 1.0 FTE 4-year probationary Teacher of the Deaf and Hard of Hearing with a tenure area of Teacher of the Deaf effective October 2, 2023

<u>Name</u>	<u>Certification</u>	<u>Effective</u>	<u>Step/Rate</u>	<u>Probationary Period</u>
Megan Myers	Deaf and Hard of Hearing; Speech and Hearing Handicapped	10/2/2023	Step 18	4-year

2) Interim Substitute Teacher

the following individuals for Interim Substitute Teacher positions as indicated at an agreed upon rate for the duration of the assignment:

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective</u>
Andrew Kemler	Special Education Teacher	Academy	9/5/2023 – 11/24/2023
Deb McLaughlin	English Teacher	Middle School	9/5/2023 – TBD

3) 2023-2024 Fall Coache

the following individuals to Fall coaching positions at rates per CTA contract:
Aidan Vitticore, Modified Soccer

4) Contract Substitute Teachers

the following individuals to Contract Substitute Teacher positions for the 2023 – 2024 school year at the contractual rate:

Erika Wallace – Middle School
Nicole Nearpass – Primary & Elementary Schools
Luc Pereira – Academy

5) Certified Substitute Teachers

the following individual to Certified Substitute Teacher position conditional upon criminal history clearance from the New York State Education Department where applicable.
Donald Kitzel – Preferred

6) Stipend Positions 2023 – 2024 School Year

CO-CURRICULAR POSITIONS:

Musical Orchestra Director (CA)
Musical Technical Director (CA)
Musical Vocal Director (CA)
Robotics (CA)
Kym McCarthy
Jennifer Medler
Emily Phillips

EMPLOYEE:

Greg Crystal
Matt Rogers
Luc Pereira
Jeremiah Johnson
Elementary After School Club
Elementary Drum Club
Elementary Drum Club

OTHER STIPEND POSITIONS

Special Education Department Liaison 6-8	Andrea Best
Snow Sports Coordinator	Dave Platten
SAT Prep Classes – ELA	Sara Maser
Communications Liaison, Primary-Elementary School	Emily Bonadonna
Communications Liaison, Middle School	Audra Ahl
Communications Liaison, Academy	Cary Burke
Communications Liaison, Clerical	Jenna Sutton
Elementary Curriculum Events Coordinator	Alyssa Zacharias

End of Consensus Agenda

Board Committees

Audit Committee

Mr. Milton Johnson reported out on behalf of the Audit Committee which met on September 8, 2023. The Committee received a financial update on the capital project, school lunch fund, 2023-2024 budget, and ERS rates. The next meeting is October 6.

Upcoming Events

- September 13- CIE
- September 21- Graduates of Distinction
- September 22- Homecoming
- September 26- Board of Education Meeting
- October 2- School Tax Collection Begins
- October 6- Early Release
- October 9- Columbus / Indigenous Peoples' Day
- October 12- Primary School Open House
- October 16- Board of Education Meeting
- October 19- Elementary School Open House
- October 21- PES Fall Carnival
- October 25- CA Jazz Ensemble
- October 30- Board of Education Visitation
- October 31- Last day to pay School Taxes without Penalty

Adjournment

Upon a motion made by Ms. Tessendorf, seconded by Dr. Schneider, with all present voting yes, the Board of Education approved the adjournment of the Regular meeting at 7:13 p.m. The next Regular meeting will be on September 26, 2023 at 6:30 p.m.

Respectfully submitted,

Deborah Sundlov
District Clerk

Deleted Date Title	Author
9/6/2023 Abe Lincoln at last!	Osborne, Mary Pope.
9/6/2023 Abe Lincoln at last!	Osborne, Mary Pope.
9/6/2023 Abner & me : a baseball card adventure	Gutman, Dan.
9/6/2023 Ahoy! ghost ship ahead	James, Brian, 1976-
9/6/2023 All kinds of bikes : off-road to easy-riders	Amstutz, Lisa J.
9/6/2023 Ancient Egypt : beyond the pyramids	Deady, Kathleen W.
9/6/2023 Ancient Egypt : beyond the pyramids	Deady, Kathleen W.
9/6/2023 Ancient Egypt : tales of gods and pharaohs	Williams, Marcia, 1945-
9/6/2023 Animal robots	Shores, Erika L., 1976-
9/6/2023 ATV racing	Maurer, Tracy, 1965-
9/6/2023 Babe & me : a baseball card adventure	Gutman, Dan.
9/6/2023 The best book of mummies	Steele, Philip, 1948-
9/6/2023 Bicycle basics : let it roll!	Amstutz, Lisa J.
9/6/2023 Big buildings	Ipcizade, Catherine.
9/6/2023 Big Nate and friends	Peirce, Lincoln.
9/6/2023 Big Nate blasts off	Peirce, Lincoln.
9/6/2023 Big Nate : game on!	Peirce, Lincoln.
9/6/2023 Big Nate goes bananas!	Peirce, Lincoln.
9/6/2023 Big Nate : great minds think alike	Peirce, Lincoln,
9/6/2023 Big Nate : here goes nothing	Peirce, Lincoln.
9/6/2023 Big Nate : I can't take it	Peirce, Lincoln,
9/6/2023 Bike safety : a crash course	Amstutz, Lisa J.
9/6/2023 Bridges	Marsico, Katie, 1980-
9/6/2023 Bubbles and Boo	Miles, Ellen,
9/6/2023 Build it! : make supercool models with your LEGO cla	Kemmeter, Jennifer.
9/6/2023 Calvin Coconut : trouble magnet	Salisbury, Graham.
9/6/2023 Catch that pass!	Christopher, Matt.
9/6/2023 Clara and Clem in outer space	Long, Ethan.
9/6/2023 Cool creations in 35 pieces	Kenney, Sean.
9/6/2023 A crazy day with cobras	Osborne, Mary Pope.
9/6/2023 A crazy day with cobras	Osborne, Mary Pope.
9/6/2023 Crossing Niagara : the death-defying tightrope adven	Tavares, Matt.
9/6/2023 Curious George at the aquarium	Anderson, R. P. (Robert Pierce), 1969-
9/6/2023 Curious George builds an igloo	Zappy, Erica.
9/6/2023 Curious George dinosaur tracks	Tibbott, Julie.
9/6/2023 The curse of Snake Island	James, Brian, 1976-
9/6/2023 The curse of the pharaoh	Stevenson, Steve.
9/6/2023 D-Day : battle on the beach	Messner, Kate,
9/6/2023 Danger in the darkest hour	Osborne, Mary Pope.
9/6/2023 Diamond	Weyn, Suzanne.
9/6/2023 Disaster on the Titanic	Messner, Kate.
9/6/2023 Dogs in the dead of night	Osborne, Mary Pope.
9/6/2023 Dogs in the dead of night	Osborne, Mary Pope.
9/6/2023 Dragon of the red dawn	Osborne, Mary Pope.
9/6/2023 Dragon of the red dawn	Osborne, Mary Pope.
9/6/2023 Dragonbreath : knight-napped!	Vernon, Ursula.
9/6/2023 Dragonbreath : nightmare of the iguana	Vernon, Ursula.

Deleted Date	Title	Author
9/6/2023	Dragonbreath : no such thing as ghosts	Vernon, Ursula.
9/6/2023	Dragonbreath : revenge of the horned bunnies	Vernon, Ursula.
9/6/2023	Dragonbreath : the case of the toxic mutants	Vernon, Ursula.
9/6/2023	Dragonbreath : the frozen menace	Vernon, Ursula,
9/6/2023	The Eiffel Tower incident	Stevenson, Steve.
9/6/2023	Eight animals on the town	Elya, Susan Middleton, 1955-
9/6/2023	Escape from the great earthquake	Messner, Kate,
9/6/2023	Fancy Nancy and the boy from Paris	O'Connor, Jane.
9/6/2023	Fancy Nancy and the mean girl	O'Connor, Jane.
9/6/2023	Fancy Nancy and the too-loose tooth	O'Connor, Jane.
9/6/2023	Fancy Nancy at the museum	O'Connor, Jane.
9/6/2023	Fancy Nancy : poison ivy expert	O'Connor, Jane.
9/6/2023	Fancy Nancy : the 100th day of school	O'Connor, Jane.
9/6/2023	A fish out of water	Palmer, Helen Marion, 1898-1967.
9/6/2023	Fluffy meets the Tooth Fairy	McMullan, Kate.
9/6/2023	Fluffy saves Christmas	McMullan, Kate.
9/6/2023	Fluffy's Thanksgiving	McMullan, Kate.
9/6/2023	Fluffy's Valentine's Day	McMullan, Kate.
9/6/2023	Fourth grade rats	Spinelli, Jerry.
9/6/2023	Go-kart racing	Maurer, Tracy, 1965-
9/6/2023	A good night for ghosts	Osborne, Mary Pope.
9/6/2023	The heist at Niagara Falls	Stevenson, Steve.
9/6/2023	High time for heroes	Osborne, Mary Pope.
9/6/2023	High time for heroes	Osborne, Mary Pope.
9/6/2023	Hobby robots	Larson, Kirsten W.
9/6/2023	Honus and me : a baseball card adventure	Gutman, Dan.
9/6/2023	How the ancient Egyptians lived	Shuter, Jane.
9/6/2023	Hunches in bunches	Seuss, Dr.
9/6/2023	Hurricane Katrina rescue	Messner, Kate,
9/6/2023	Hurry up, Houdini!	Osborne, Mary Pope.
9/6/2023	I love Saturdays y domingos	Ada, Alma Flor.
9/6/2023	I wonder why pyramids were built and other questions	Steele, Philip, 1948-
9/6/2023	Inventions and inventors	Sechrist, Darren.
9/6/2023	The inventor's secret : what Thomas Edison told Henry Ford	Slade, Suzanne.
9/6/2023	Jackie and me : a baseball card adventure	Gutman, Dan.
9/6/2023	The Kenyan expedition	Stevenson, Steve.
9/6/2023	King Midas and the golden touch	Hewitt, Kathryn.
9/6/2023	Knights	Riggs, Kate.
9/6/2023	Leprechaun in late winter	Osborne, Mary Pope.
9/6/2023	Leprechaun in late winter	Osborne, Mary Pope.
9/6/2023	Let's ride bikes!	Lindeen, Carol, 1976-
9/6/2023	Levi Strauss gets a bright idea : a fairly fabricated story	Johnston, Tony, 1942-
9/6/2023	Little Red Rodent Hood	Vernon, Ursula,
9/6/2023	Look inside a pyramid	Schuh, Mari C., 1975-
9/6/2023	Mesmerized : how Ben Franklin solved a mystery that has puzzled scientists	Rockliff, Mara.
9/6/2023	Mickey & me : a baseball card adventure	Gutman, Dan.

Deleted Date	Title	Author
9/6/2023	Military robots	Larson, Kirsten W.
9/6/2023	Minecraft. #1	Monster, Sfe R.,
9/6/2023	Minecraft construction handbook	Needler, Matthew.
9/6/2023	Minecraft redstone handbook	Farwell, Nick.
9/6/2023	Monday with a mad genius	Osborne, Mary Pope.
9/6/2023	Moonlight on the magic flute	Osborne, Mary Pope.
9/6/2023	Mountain bike mania	Christopher, Matt.
9/6/2023	Mr. Ferris and his wheel	Davis, Kathryn, 1946-
9/6/2023	Mummies, pyramids, and Pharaohs : a book about ar	Gibbons, Gail.
9/6/2023	Mummies unwrapped!	Weinberger, Kimberly.
9/6/2023	My big fat zombie goldfish	O'Hara, Mo.
9/6/2023	Nancy Clancy, late-breaking news!	O'Connor, Jane.
9/6/2023	Nancy Clancy, secret admirer	O'Connor, Jane.
9/6/2023	Nancy Clancy, secret of the silver key	O'Connor, Jane.
9/6/2023	Nancy Clancy seeks a fortune	O'Connor, Jane.
9/6/2023	Nancy Clancy sees the future	O'Connor, Jane.
9/6/2023	Nancy Clancy, soccer mania	O'Connor, Jane.
9/6/2023	Nancy Clancy, star of stage and screen	O'Connor, Jane.
9/6/2023	Nancy Clancy, super sleuth	O'Connor, Jane.
9/6/2023	Neo Leo : the ageless ideas of Leonardo da Vinci	Barretta, Gene.
9/6/2023	Night of the new magicians	Osborne, Mary Pope.
9/6/2023	Night of the ninth dragon	Osborne, Mary Pope.
9/6/2023	Night of the ninth dragon	Osborne, Mary Pope.
9/6/2023	A ninja's path	West, Tracey, 1965-
9/6/2023	Operation Bunny	Gardner, Sally.
9/6/2023	Patches	Miles, Ellen.
9/6/2023	The Pearl of Bengal	Stevenson, Steve.
9/6/2023	A perfect time for pandas	Osborne, Mary Pope.
9/6/2023	Pokémon : Zoroark, master of illusions	Inoue, Momota, 1985-
9/6/2023	Port of spies	James, Brian, 1976-
9/6/2023	The pup who cried wolf	Kurtz, Chris, 1960-
9/6/2023	The pyramids of Giza	Nardo, Don, 1947-
9/6/2023	Quick expert, ancient Egypt	Laidlaw, Jill A.
9/6/2023	Race to the South Pole	Messner, Kate.
9/6/2023	Rescue on the Oregon trail	Messner, Kate,
9/6/2023	Roberto & me	Gutman, Dan.
9/6/2023	Robots	Stewart, Melissa.
9/6/2023	Robots at home	Zuchora-Walske, Christine.
9/6/2023	Satch & me : a baseball card adventure	Gutman, Dan.
9/6/2023	The search for the Titanic : finding the ship's watery ξ	Dougherty, Terri.
9/6/2023	Season of the sandstorms	Osborne, Mary Pope.
9/6/2023	Shadow of the shark	Osborne, Mary Pope.
9/6/2023	Shoeless Joe & me : a baseball card adventure	Gutman, Dan.
9/6/2023	Snowboard maverick	Christopher, Matt.
9/6/2023	Soccer on Sunday	Osborne, Mary Pope.
9/6/2023	Stallion by starlight	Osborne, Mary Pope.

Deleted Date	Title	Author
9/6/2023	Stink and the world's worst super-stinky sneakers	McDonald, Megan.
9/6/2023	Summer of the sea serpent	Osborne, Mary Pope.
9/6/2023	Table, chair, bear : a book in many languages	Feder, Jane.
9/6/2023	Ted & me : a baseball card adventure	Gutman, Dan.
9/6/2023	Third grade angels	Spinelli, Jerry.
9/6/2023	This bridge will not be gray	Eggers, Dave.
9/6/2023	Timeless Thomas : how Thomas Edison changed our	Barretta, Gene.
9/6/2023	Tooth on the loose	Elya, Susan Middleton, 1955-
9/6/2023	Treasure trouble	James, Brian, 1976-
9/6/2023	Tut's mummy lost-- and found	Donnelly, Judy.
9/6/2023	TV remotes	Koontz, Robin Michal.
9/6/2023	The ultimate builder's guide in Minecraft	Blain, Louise.
9/6/2023	Unicorns! Unicorns!	McCaughrean, Geraldine.
9/6/2023	Uno, dos, tres = : One, two, three	Mora, Pat.
9/6/2023	Wacky Wednesday	LeSieg, Theo., 1904-1991.
9/6/2023	When fairies go bad	Vernon, Ursula.
9/6/2023	When mischief came to town	Nannestad, Katrina,
9/6/2023	Willie & me	Gutman, Dan.
9/6/2023	Winter of the ice wizard	Osborne, Mary Pope.
9/6/2023	Winter pony	Doty, Jean Slaughter, 1924-
9/6/2023	Yo-ho-ho!	James, Brian, 1976-
9/5/2023	About habitats : deserts	Sill, Cathryn P., 1953-
9/5/2023	All about cats and kittens	Neye, Emily.
9/5/2023	Alligators	Daly, Timothy M.
9/5/2023	Alligators	Hansen, Grace.
9/5/2023	Alligators and crocodiles	Dennard, Deborah.
9/5/2023	Anaconda	Burke, Johanna.
9/5/2023	Apatosaurus	Riggs, Kate.
9/5/2023	Apples	Gibbons, Gail.
9/5/2023	Are you a butterfly?	Allen, Judy.
9/5/2023	Army ant parade	Sayre, April Pulley.
9/5/2023	Astronauts working in space	Royston, Angela, 1945-
9/5/2023	Attack of the tagger	Van Draanen, Wendelin.
9/5/2023	Autumn	Hedlund, Stephanie F., 1977-
9/5/2023	Bears!	by the editors of Time for Kids ; with Nicole Io
9/5/2023	Becoming butterflies	Rockwell, Anne F.
9/5/2023	Bees, snails, & peacock tails : patterns & shapes--nat	Franco, Betsy.
9/5/2023	The beetle book	Jenkins, Steve, 1952-
9/5/2023	A beetle is shy	Aston, Dianna Hutts.
9/5/2023	Black mamba	Gangemi, Angelo.
9/5/2023	Blacktip reef sharks	Hansen, Grace.
9/5/2023	Boa constrictor	Jones, Cede.
9/5/2023	The brilliant deep : rebuilding the world's coral reefs	Messner, Kate.
9/5/2023	Bug faces	Murawski, Darlyne.
9/5/2023	Bush vipers	Sweazey, Davy.
9/5/2023	Busy builders	Munro, Roxie.

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9/5/2023 Butterflies
9/5/2023 Butterflies
9/5/2023 Butterflies
9/5/2023 Butterflies and moths
9/5/2023 Butterflies : pollinators and nectar-sippers
9/5/2023 Caring for your ferret
9/5/2023 Caring for your gerbil
9/5/2023 Caring for your guinea pig
9/5/2023 Cobras
9/5/2023 Cobras
9/5/2023 Cockroaches
9/5/2023 The coldest places on Earth
9/5/2023 Come to the ocean's edge : a nature cycle book
9/5/2023 Copperheads
9/5/2023 Coral reefs
9/5/2023 Coral reefs
9/5/2023 Coral reefs
9/5/2023 Crabs
9/5/2023 Crocodile
9/5/2023 Curious critters
9/5/2023 Death adder
9/5/2023 Deer
9/5/2023 Deer : graceful grazers
9/5/2023 Desert
9/5/2023 Desert food chains
9/5/2023 Deserts
9/5/2023 Deserts
9/5/2023 Deserts
9/5/2023 Discovering new planets
9/5/2023 Do you really want a hamster?
9/5/2023 Dog Scouts of America
9/5/2023 Don't let the pigeon stay up late!
9/5/2023 Dragonbreath
9/5/2023 Dragonbreath : curse of the were-wiener
9/5/2023 Dragonbreath : lair of the bat monster
9/5/2023 Eastern box turtles
9/5/2023 Enemy spy
9/5/2023 Exploding ants : amazing facts about how animals ad
9/5/2023 Exploding ants : amazing facts about how animals ad
9/5/2023 Farmer Will Allen and the growing table
9/5/2023 Fire dogs
9/5/2023 A first book of the sea
9/5/2023 Flying frogs and walking fish : leaping lemurs, tumblin'
9/5/2023 Frog
9/5/2023 Galápagos tortoises
9/5/2023 Garden

Author

Heinrichs, Ann.
Meister, Cari.
Mitchell, Melanie S.
Kalman, Bobbie.
Richardson, Adele, 1966-
Feeney, Kathy, 1954-
Feeney, Kathy, 1954-
Spengler, Kremena.
Higgins, Melissa, 1953-
Sexton, Colleen A., 1967-
Merrick, Patrick.
Besel, Jennifer M.
Pringle, Laurence P.
Dunn, Mary R.
Chin, Jason, 1978-
Gibbons, Gail.
Simon, Seymour.
Sullivan, Jody.
Gagne, Tammy.
FitzSimmons, David.
James, Lincoln.
Webster, Christine.
Sullivan, Jody.
Rivera, Sheila, 1970-.
Kalman, Bobbie, 1947-
Benoit, Peter, 1955-
Howard, Fran, 1953-
Macken, JoAnn Early, 1953-.
Jemison, Mae, 1956-
Heos, Bridget.
Bueche, Shelley.
Willems, Mo.
Vernon, Ursula.
Vernon, Ursula.
Vernon, Ursula.
Thomas, Elizabeth, 1953-
Van Draanen, Wendelin.
Settel, Joanne.
Settel, Joanne.
Martin, Jacqueline Briggs.
Latham, Donna.
Davies, Nicola, 1958-
Jenkins, Steve, 1952-
Spilsbury, Louise.
Storad, Conrad J.
Maass, Robert.

Deleted Date Title	Author
9/5/2023 Giant pandas	Levine, Michelle.
9/5/2023 Giant squid and octopuses	Owen, Ruth, 1967-
9/5/2023 Give bees a chance	Barton, Bethany, 1982-
9/5/2023 Going home : the mystery of animal migration	Berkes, Marianne Collins.
9/5/2023 Good morning, garden	Brenner, Barbara.
9/5/2023 Good trick, walking stick!	Bestor, Sheri Mabry.
9/5/2023 Green iguanas	Velthaus, Sally.
9/5/2023 Grizzlies	McDonald, Mary Ann.
9/5/2023 Handle with care : an unusual butterfly journey	Burns, Loree Griffin.
9/5/2023 Hello autumn!	Rotner, Shelley.
9/5/2023 Helping out	Hock, Peggy, 1948-
9/5/2023 High tide for horseshoe crabs	Schnell, Lisa Kahn.
9/5/2023 How do animals move?	Walker, Niki, 1972-.
9/5/2023 How do tadpoles become frogs?	Bailer, Darice.
9/5/2023 How many planets circle the sun? : and other questic	Carson, Mary Kay.
9/5/2023 How many ways-- can you catch a fly?	Jenkins, Steve, 1952-
9/5/2023 How the dinosaur got to the museum	Hartland, Jessie.
9/5/2023 Hurricanes	Doeden, Matt.
9/5/2023 Hyenas : hunters and scavengers	Richardson, Adele, 1966-
9/5/2023 I live in the desert	Holland, Gini.
9/5/2023 I wonder why volcanoes blow their tops and other qu	Greenwood, Rosie.
9/5/2023 Iguanas	Petrie, Kristin, 1970-
9/5/2023 I'm trying to love spiders : (it isn't easy.)	Barton, Bethany, 1982-
9/5/2023 Insect homes	Hopkins, Therese.
9/5/2023 Insects	Simon, Seymour.
9/5/2023 Is there life on other planets? : and other questions a	Vogt, Gregory.
9/5/2023 Island : a story of the Galápagos	Chin, Jason, 1978-
9/5/2023 It could still be a desert	Fowler, Allan.
9/5/2023 The journey : stories of migration	Rylant, Cynthia.
9/5/2023 Killer whale : the world's largest dolphin	Lunis, Natalie.
9/5/2023 Ladybugs	Hughes, Monica, 1944-
9/5/2023 Let's explore Pluto and beyond	Orme, Helen.
9/5/2023 Life in an ocean	Lindeen, Carol, 1976-
9/5/2023 Life in the desert	Legg, Gerald.
9/5/2023 Lifeguard dogs	Lunis, Natalie.
9/5/2023 Lions	Welsbacher, Anne, 1955-
9/5/2023 The little duck	Dunn, Judy,
9/5/2023 Little tails. Volume 2, In the jungle : with Chipper & S	Brrémaud, Frédéric.
9/5/2023 Living in deserts	Benduhn, Tea.
9/5/2023 The magic school bus presents dinosaurs	Jackson, Tom, 1972-
9/5/2023 Mealworms	Rustad, Martha E. H. (Martha Elizabeth Hillma
9/5/2023 Meet The Gecko	Van Draanen, Wendelin.
9/5/2023 Mighty bison	Larson, Jennifer S., 1967-
9/5/2023 Milkweed bugs	Schaffer, Donna.
9/5/2023 Minerals	Gallant, Roy A.
9/5/2023 My friend the iguana	Randolph, Joanne.

Deleted Date	Title	Author
9/5/2023	Neighborhood sharks : hunting with the great whites	Roy, Katherine.
9/5/2023	Newts	Kolpin, Molly.
9/5/2023	Ocean and sea	Parker, Steve, 1952-
9/5/2023	Ocean sunlight : how tiny plants feed the seas	Bang, Molly.
9/5/2023	Octopuses	Lindeen, Carol, 1976-
9/5/2023	Okapi	Antill, Sara.
9/5/2023	Orca whale pod	Murray, Julie, 1969-
9/5/2023	Owen & Mzee : the true story of a remarkable friend	Hatkoff, Isabella.
9/5/2023	Parrots over Puerto Rico	Roth, Susan L.
9/5/2023	Pass the energy, please!	McKinney, Barbara Shaw, 1951-
9/5/2023	The planets of our solar system	Kortenkamp, Steve.
9/5/2023	Pterodactyls	Riggs, Kate.
9/5/2023	Robots in space	Forest, Christopher.
9/5/2023	Saltwater crocodiles	Marsico, Katie, 1980-
9/5/2023	Scarecrows	Schaefer, Lola M., 1950-
9/5/2023	Sea horses	Lindeen, Carol, 1976-
9/5/2023	Sea snakes	Sexton, Colleen A., 1967-
9/5/2023	Sea urchins	Coldiron, Deborah.
9/5/2023	Seashells : more than a home	Stewart, Melissa.
9/5/2023	Secret identity	Van Draanen, Wendelin.
9/5/2023	The secret lives of plants!	Slingerland, Janet.
9/5/2023	Service animals	Murray, Julie, 1969-.
9/5/2023	Sheep	Murray, Julie, 1969-
9/5/2023	Silkworms	Schaffer, Donna.
9/5/2023	Slinky, scaly snakes!	Dussling, Jennifer.
9/5/2023	Someone walks by : the wonders of winter wildlife	Carlson-Voiles, Polly, 1943-
9/5/2023	Squids	Rake, Jody Sullivan.
9/5/2023	Stegosaurus	Riggs, Kate.
9/5/2023	Storm chasers	Tieck, Sarah, 1976-
9/5/2023	A strange place to call home : the world's most dangero	Singer, Marilyn.
9/5/2023	Taipan	Worthy, Shanya.
9/5/2023	There's no place like space	Rabe, Tish.
9/5/2023	Thinking about ants	Brenner, Barbara.
9/5/2023	Toad by the road : a year in the life of these amazing	Ryder, Joanne.
9/5/2023	Tornadoes	Armentrout, David, 1962-
9/5/2023	Tornadoes	Hansen, Grace.
9/5/2023	Tree of wonder : the many marvelous lives of a rainfo	Messner, Kate,
9/5/2023	Triceratops	Riggs, Kate.
9/5/2023	Tropical rainforests	Simon, Seymour.
9/5/2023	Tsunamis	Stiefel, Chana, 1968-
9/5/2023	Velociraptor	Riggs, Kate.
9/5/2023	Volcanoes	Landau, Elaine.
9/5/2023	Volcanoes on earth	Kalman, Bobbie.
9/5/2023	Walkingsticks	Merrick, Patrick.
9/5/2023	Warty toads	Goldish, Meish.
9/5/2023	What's your favorite bug?	Carle, Eric.

Deleted Date	Title	Author
9/5/2023	When the wolves returned : restoring nature's balance	Patent, Dorothy Hinshaw.
9/5/2023	Why did T. rex have short arms? : and other questions	Stewart, Melissa.
9/5/2023	Wild weather : science adventures with Sonny the or	Troupe, Thomas Kingsley.
9/5/2023	Wildebeests	Sharth, Sharon.
9/5/2023	Winter trees	Gerber, Carole.
9/5/2023	Wool	Stone, Lynn M.
9/5/2023	Woolly mammoth	Matthews, Rupert.
9/5/2023	Worms	Trueit, Trudi Strain.
6/21/2023	40 uses for a grandpa	Ziefert, Harriet.
6/21/2023	ABC kids	Williams, Laura E.
6/21/2023	The ABC mystery	Cushman, Doug.
6/21/2023	African rhinos	Nelson, Kristin L.
6/21/2023	Airplanes	Amoroso, Cynthia.
6/21/2023	Airplanes	Hosley, Maria.
6/21/2023	Alexander and the terrible, horrible, no good, very bad	Viorst, Judith.
6/21/2023	Alice Waters and the trip to delicious	Martin, Jacqueline Briggs.
6/21/2023	All about boats	Lindeen, Mary.
6/21/2023	All about football	Doeden, Matt.
6/21/2023	All about hockey	Doeden, Matt.
6/21/2023	Alphabet adventure	Wood, Audrey.
6/21/2023	Alphabet mystery	Wood, Audrey.
6/21/2023	Alphabet rescue	Wood, Audrey.
6/21/2023	Amazing optical illusions	IllusionWorks.
6/21/2023	American paint horses	Hansen, Grace.
6/21/2023	Annie and Snowball and the grandmother night : the	Rylant, Cynthia.
6/21/2023	Annie, Bea, and Chi Chi Dolores : a school day alphabet	Maurer, Donna.
6/21/2023	Are you a bee?	Allen, Judy.
6/21/2023	ATVs	David, Jack, 1968-
6/21/2023	ATVs and off-roaders	Peppas, Lynn.
6/21/2023	Babymouse : queen of the world!	Holm, Jennifer L.
6/21/2023	Back in the saddle	Hapka, Cathy.
6/21/2023	The Bad Guys in alien vs Bad Guys	Blabey, Aaron,
6/21/2023	The bad guys in mission unpluckable	Blabey, Aaron.
6/21/2023	Badger's parting gifts	Varley, Susan.
6/21/2023	Baseball is --	Borden, Louise.
6/21/2023	Basketball is fun!	Nelson, Robin, 1971-
6/21/2023	Basketball time!	Flynn, Brendan, 1977-
6/21/2023	Battle for home plate	Kreie, Chris.
6/21/2023	Beagles	Rustad, Martha E. H. (Martha Elizabeth Hillma
6/21/2023	Bears out there	Ryder, Joanne.
6/21/2023	Behold-- the dragons!	Gibbons, Gail.
6/21/2023	The Berenstain Bears blaze a trail	Berenstain, Stan, 1923-2005.
6/21/2023	Bicycles	Hughes, Morgan, 1957-
6/21/2023	Big boats	Ipcizade, Catherine.
6/21/2023	Biscuit goes to school	Capucilli, Alyssa Satin, 1957-
6/21/2023	Biscuit's day at the farm	Capucilli, Alyssa Satin, 1957-

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6/21/2023	The black book of colors	Cottin, Menena.
6/21/2023	Black mambas	Murray, Julie, 1969-
6/21/2023	The book hog	Pizzoli, Greg.
6/21/2023	British shorthairs	Leighton, Christina,
6/21/2023	Brothers at bat : the true story of an amazing all-brot	Vernick, Audrey.
6/21/2023	Bunnicula strikes again!	Howe, James, 1946-
6/21/2023	Butterfly	Spilsbury, Louise.
6/21/2023	Butterfly kisses.	Magsamen, Sandra.
6/21/2023	The buzz on bees : why are they disappearing?	Rotner, Shelley.
6/21/2023	Calico cats	Furstinger, Nancy.
6/21/2023	Can you count ten toes? : count to 10 in 10 different	Evans, Lezlie.
6/21/2023	Can you find these rocks?	Bredeson, Carmen.
6/21/2023	Can you see what I see? : games read-and-see	Wick, Walter.
6/21/2023	Captain Underpants and the big, bad battle of the Bic	Pilkey, Dav, 1966-
6/21/2023	Caring for rabbits	Gagne, Tammy.
6/21/2023	Carl's snowy afternoon	Day, Alexandra.
6/21/2023	Carnival at candlelight	Osborne, Mary Pope.
6/21/2023	Cars	[editors, Elizabeth Hurchalla and Zachary Rau
6/21/2023	Cat and Rat : the legend of the Chinese zodiac	Young, Ed.
6/21/2023	Cats	Hosley, Maria.
6/21/2023	The celery stalks at midnight	Howe, James, 1946-
6/21/2023	Centipede's 100 shoes	Ross, Tony.
6/21/2023	The chase : a Kutenai Indian tale	Tanaka, Béatrice.
6/21/2023	Cheetahs	Parker, Barbara Keevil.
6/21/2023	Cherry pickers	Rogers, Hal, 1966-
6/21/2023	Chipmunks	Whitehouse, Patricia, 1958-
6/21/2023	Christopher Columbus	Wade, Mary Dodson.
6/21/2023	Chu's day at the beach	Gaiman, Neil.
6/21/2023	City 1 2 3	Milich, Zoran.
6/21/2023	Concrete mixers	Eick, Jean, 1947-
6/21/2023	Cool basketball facts	Czeskleba, Abby.
6/21/2023	Cool exercise : healthy & fun ways to get your body n	Dolphin, Colleen, 1979-
6/21/2023	Cork & Fuzz : good sports	Chaconas, Dori, 1938-
6/21/2023	Counting crocodiles	Sierra, Judy.
6/21/2023	Crafts for Valentine's Day	Ross, Kathy (Katharine Reynolds), 1948-
6/21/2023	The crayon counting book	Ryan, Pam Muñoz.
6/21/2023	Cuddly baby.	Watt, Fiona.
6/21/2023	Curious George makes pancakes	based on the original character by Margret an
6/21/2023	The custodian from the black lagoon	Thaler, Mike, 1936-
6/21/2023	Desert elephants	Cowcher, Helen.
6/21/2023	Devon Rexes	Leaf, Christina.
6/21/2023	Diary of a wimpy kid : Greg Heffley's journal	Kinney, Jeff.
6/21/2023	Diary of a wimpy kid : the long haul	Kinney, Jeff.
6/21/2023	Diary of a wimpy kid : the ugly truth	Kinney, Jeff.
6/21/2023	Diggers	Alinas, Marv.
6/21/2023	Digging armadillos	Jango-Cohen, Judith.

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6/21/2023 Dimity Duck
6/21/2023 Dinosaurs
6/21/2023 Diplodocus
6/21/2023 Diplodocus
6/21/2023 Dirt bike racing
6/21/2023 Dirt bikes
6/21/2023 Dirt bikes
6/21/2023 Dog heroes
6/21/2023 Dog Man
6/21/2023 Dog Man : A Tale of Two Kitties : Dog Man #3
6/21/2023 Dog Man : A Tale of Two Kitties : Dog Man #3
6/21/2023 Dog Man. Fetch-22
6/21/2023 Dogs
6/21/2023 Dot & Jabber and the great acorn mystery
6/21/2023 Down Girl and Sit : smarter than squirrels
6/21/2023 Dragons
6/21/2023 Drawing fairies and mermaids : with easy step-by-ste
6/21/2023 Dump trucks
6/21/2023 Earthquake in the early morning
6/21/2023 Easter Bunny blues
6/21/2023 Elephants
6/21/2023 Elephants
6/21/2023 Elmer and the flood
6/21/2023 Exotic shorthair cats
6/21/2023 Extreme snowboarding
6/21/2023 The fall festival
6/21/2023 Field events in action
6/21/2023 Fighter planes
6/21/2023 Fire trucks
6/21/2023 Fireboy to the rescue! : a fire safety book
6/21/2023 Fishing
6/21/2023 Fishing in action
6/21/2023 Flat Stanley : show-and-tell, Flat Stanley!
6/21/2023 Florida panthers : struggle for survival
6/21/2023 Fly Guy and the alienzz
6/21/2023 Fly Guy presents : space
6/21/2023 Fly Guy's big family
6/21/2023 Follow me, Mittens
6/21/2023 Football
6/21/2023 Football is fun!
6/21/2023 Freckle juice
6/21/2023 From puppy to dog
6/21/2023 Full worm moon
6/21/2023 Fun with Ed and Fred
6/21/2023 Garry Fleming's wild animals ABC : an alphabet book
6/21/2023 Gaspard and Lisa's Christmas surprise

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Polydoros, Lori, 1968-
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Storm, Marysa.
Osborne, Mary Pope.
Pilkey, Dav, 1966-
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Nolan, Lucy A.
Rau, Dana Meachen, 1971-
Franklin, Carolyn, 1956-
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Marsh, Laura F.
Stewart, Melissa.
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Ryan, Pat.
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Hardyman, Robyn.
Dyer, Hadley.
Houran, Lori Haskins.
Caper, William.
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Lemieux, Margo.
Bolger, Kevin.
Fleming, Garry.
Gutman, Anne.

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6/21/2023 George Crum and the Saratoga chip
6/21/2023 Geronimo Stilton. [#7], Dinosaurs in action
6/21/2023 The gingerbread boy
6/21/2023 Go, Popplio!
6/21/2023 Golf for fun!
6/21/2023 Gorillas
6/21/2023 The great pancake race
6/21/2023 Great white shark
6/21/2023 Great white sharks
6/21/2023 Greek myths
6/21/2023 Guinness world records. Fun with food
6/21/2023 Gymnastics
6/21/2023 H is for honor : a military family alphabet
6/21/2023 Happy Pig Day!
6/21/2023 Healthy snacks
6/21/2023 Helga's dowry : a troll love story
6/21/2023 Henny Penny
6/21/2023 High flying martial arts
6/21/2023 Hilarious hedgehogs
6/21/2023 Hobo spiders
6/21/2023 A hole is to dig : a first book of first definitions
6/21/2023 Honey in a hive
6/21/2023 Hoop genius : how a desperate teacher and a rowdy
6/21/2023 Hot air : the (mostly) true story of the first hot-air bal
6/21/2023 How many cats?
6/21/2023 How many snails?
6/21/2023 Howliday Inn
6/21/2023 I am responsible
6/21/2023 I broke my trunk!
6/21/2023 I spy a butterfly : riddles
6/21/2023 I spy fantasy : a book of picture riddles
6/21/2023 I spy with my little eye. Baseball
6/21/2023 I wonder why planes have wings and other questions
6/21/2023 Ian Penney's book of nursery rhymes
6/21/2023 Ice fishing
6/21/2023 The icky bug counting book
6/21/2023 If you give a pig a pancake
6/21/2023 If you were a quadrilateral
6/21/2023 I'm a caterpillar
6/21/2023 The invention of Hugo Cabret : a novel in words and
6/21/2023 It wasn't my fault
6/21/2023 It's raining, Yancy & Bear
6/21/2023 Jaguars
6/21/2023 Judo in action
6/21/2023 Jump rope
6/21/2023 Just a bad day

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Taylor, Gaylia.
Denegri, Andrea.
Ziefert, Harriet.
Barbo, Maria S.
Will, Sandra.
Kendell, Patricia.
Lane, Jeanette.
Green, Jen.
Gregory, Josh.
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Morey, Allan,
Scillian, Devin.
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De Paola, Tomie.
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Doudna, Kelly, 1963-
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Priceman, Marjorie.
Thompson, Lauren.
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Pallotta, Jerry.
Numeroff, Laura Joffe.
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Marzollo, Jean.
Selznick, Brian.
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Franchino, Vicky.
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Rau, Dana Meachen, 1971-
Mayer, Gina.

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6/21/2023	Kamp Koral, Spongebob's under years. Snack attack!	Stephens, Elle.
6/21/2023	Kangaroos	Burt, Denise.
6/21/2023	Kick it soccer	Kalman, Bobbie.
6/21/2023	The kids' guide to jumping rope	Bell-Rehwoldt, Sheri.
6/21/2023	The kids' guide to military vehicles	Simons, Lisa M. B., 1969-
6/21/2023	King cobras	Murray, Julie, 1969-
6/21/2023	King of the Cats : a ghost story	Galdone, Paul.
6/21/2023	King of the Cats : a ghost story	Galdone, Paul.
6/21/2023	Knock-knock jokes	Rosenberg, Pam.
6/21/2023	Koalas	Gregory, Josh.
6/21/2023	Lacrosse	Meister, Cari,
6/21/2023	Latkes, latkes good to eat : a Chanukah story	Howland, Naomi.
6/21/2023	The legend of Johnny Appleseed	Lindbergh, Reeve.
6/21/2023	Let's go camping!	Mader, Jan (Janet G)
6/21/2023	Let's play football	Mader, Jan (Janet G)
6/21/2023	Let's say hi to friends who fly!	Willems, Mo.
6/21/2023	The life cycle of a mouse	Hipp, Andrew.
6/21/2023	The life cycle of a wolf	Kalman, Bobbie, 1947-.
6/21/2023	The life of a chicken	Hibbert, Clare, 1970-
6/21/2023	Lions	Kendell, Patricia.
6/21/2023	Look up! : bird-watching in your own backyard	Cate, Annette.
6/21/2023	Love bug	Magsamen, Sandra.
6/21/2023	Magic tricks	Klingel, Cynthia Fitterer.
6/21/2023	Magic Trixie. [1]	Thompson, Jill, 1966-
6/21/2023	Mama : a true story in which a baby hippo loses his n	Winter, Jeanette.
6/21/2023	Many nations : an alphabet of Native America	Bruchac, Joseph, 1942-
6/21/2023	Marimba! : animales from A to Z	Mora, Pat.
6/21/2023	Marion and the secret letter	Barkley, Callie.
6/21/2023	Mazescapes	Munro, Roxie.
6/21/2023	Mermaids	Penner, Lucille Recht.
6/21/2023	The merry-go-round	Leigh, Oretta.
6/21/2023	Mighty minerals	Petersen, Christine.
6/21/2023	Military robots	Alpert, Barbara.
6/21/2023	The Milky Way and other galaxies	Kopp, Megan.
6/21/2023	The miller, the boy, and the donkey	Wildsmith, Brian.
6/21/2023	Minerals	Dayton, Connor.
6/21/2023	Minerals	Spilsbury, Richard, 1963-
6/21/2023	Motocross	Hamilton, John, 1959-
6/21/2023	Motorcycles	Aloian, Molly.
6/21/2023	Motorcycles	Storm, Marysa.
6/21/2023	My beastie book of ABC : rhymes and woodcuts	Frampton, David.
6/21/2023	My first guide to paper airplanes	Harbo, Christopher L.
6/21/2023	My football book	Gibbons, Gail.
6/21/2023	My new friend is so fun!	Willems, Mo.
6/21/2023	My new friend is so fun!	Willems, Mo.
6/21/2023	My sled	Blaine, Victor.

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6/21/2023 Nate the Great and the crunchy Christmas
6/21/2023 Night flight : Amelia Earhart crosses the Atlantic
6/21/2023 Night in the country
6/21/2023 Night sky
6/21/2023 Nighty-nightmare
6/21/2023 Ninja!
6/21/2023 The Ninjabread Man
6/21/2023 The northern lights
6/21/2023 Nurse sharks
6/21/2023 Oh, the things you can think!
6/21/2023 On the road
6/21/2023 One lonely sea horse
6/21/2023 One nighttime sea : an ocean counting rhyme
6/21/2023 One sun rises : an African wildlife counting book
6/21/2023 Ooh la la, Lottie!
6/21/2023 Opossums
6/21/2023 The opossum's tale : a grandmother story
6/21/2023 Orangutans
6/21/2023 Oscar Wilde's The happy prince
6/21/2023 Our house
6/21/2023 Our moon
6/21/2023 Over in the Arctic : where the cold winds blow
6/21/2023 The owl and the pussycat.
6/21/2023 Pandas
6/21/2023 Pee Wee & Plush
6/21/2023 PeeWee's tale
6/21/2023 Peppa Pig and the lucky ducks.
6/21/2023 Peppa Pig. Peppa goes swimming.
6/21/2023 Pete the cat and his magic sunglasses
6/21/2023 Phoebe and her unicorn
6/21/2023 Pixiebob cats
6/21/2023 Planets!
6/21/2023 Pokémon. Grand trial showdown : 2 graphic adventures
6/21/2023 Polar bears
6/21/2023 Porcupines
6/21/2023 Pssst! It's me-- the Bogeyman
6/21/2023 Pug
6/21/2023 Pup and Hound stay up late
6/21/2023 R is for radish
6/21/2023 Remote-control cars
6/21/2023 Rescue helicopters in action
6/21/2023 Return to Howliday Inn
6/21/2023 Ricky Ricotta's mighty robot
6/21/2023 Rocks
6/21/2023 Rocks and minerals
6/21/2023 Rocky Mountain elk

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Burleigh, Robert.
Rylant, Cynthia.
Sparrow, Giles, 1970-
Howe, James, 1946-
Chung, Arree.
Leigh, C. J.,
Rajczak, Kristen.
Hansen, Grace.
Seuss, Dr.
Nolan, Lucy A.
Freyman, Saxton.
Rose, Deborah Lee.
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Sabelko, Rebecca.

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6/21/2023 Salamander or lizard?
6/21/2023 Salamanders
6/21/2023 Sea otters
6/21/2023 Sea stars
6/21/2023 The selfish giant
6/21/2023 Sharks!
6/21/2023 Shetland sheepdogs
6/21/2023 Shoo, Fly Guy!
6/21/2023 Slither slide, what's outside?
6/21/2023 Slugs in love
6/21/2023 A snake's life
6/21/2023 Snow dog's journey
6/21/2023 Snowmobiles
6/21/2023 Snowy owls
6/21/2023 Soccer
6/21/2023 Solar and lunar eclipses
6/21/2023 Squirrel world : a park pals adventure
6/21/2023 Stargazer's alphabet : night-sky wonders from A to Z
6/21/2023 The stars
6/21/2023 The story of baseball
6/21/2023 The story of soccer
6/21/2023 Strega Nona's magic lessons
6/21/2023 Sugar gliders
6/21/2023 Sunrise summer
6/21/2023 Sunset of the sabertooth
6/21/2023 SuperHero ABC
6/21/2023 Swimming is fun!
6/21/2023 T is for tugboat : navigating the seas from A to Z.
6/21/2023 Taekwondo in action
6/21/2023 Tanks
6/21/2023 Teenage Mutant Ninja Turtles : new animated advent
6/21/2023 Ten birds
6/21/2023 Ten little mice
6/21/2023 Ten little mummies : an Egyptian counting book
6/21/2023 Thailand
6/21/2023 The three little pigs and the fox
6/21/2023 A tiger grows up
6/21/2023 Tigers
6/21/2023 Time for bed
6/21/2023 The Titanic disaster
6/21/2023 Titanic disaster! : Nickolas Flux and the sinking of the
6/21/2023 A toad for Tuesday
6/21/2023 Tow trucks
6/21/2023 Track events in action
6/21/2023 Trains
6/21/2023 Trains : steaming! pulling! huffing!

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Kolpin, Molly.
Kendell, Patricia.
Meister, Cari.
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McKay, Sindy.
Mattern, Joanne, 1963-
Arnold, Tedd.
Shapiro, Simon.
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Krupinski, Loretta.
Tieck, Sarah, 1976-
Hill, Melissa, 1975-
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Rustad, Martha E. H. (Martha Elizabeth Hillma
Suen, Anastasia.
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Petrie, Kristin, 1970-
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Scheff, Matt.
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Thoennes, Kristin.
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6/21/2023	Trucks	Murray, Julie, 1969-
6/21/2023	Turkey trouble	Silvano, Wendi J.
6/21/2023	Tyrannosaurus rex	Alpert, Barbara.
6/21/2023	Tyrannosaurus rex	Lennie, Charles,
6/21/2023	Tyrannosaurus rex	Riggs, Kate.
6/21/2023	Under the star : a Christmas counting story	Yolen, Jane.
6/21/2023	Unicorn crossing : another Phoebe and her unicorn a	Simpson, Dana, 1977-
6/21/2023	United States Navy	Murray, Julie, 1969-
6/21/2023	U.S. Air Force	Gordon, Nick.
6/21/2023	The U.S. Marine Corps	Reed, Jennifer, 1967-
6/21/2023	A visit to a marine base	Russell, Marcia, 1971-
6/21/2023	Volleyball in action	Crossingham, John, 1974-
6/21/2023	Wakanda forever!	March, Julia.
6/21/2023	Walk with a wolf	Howker, Janni.
6/21/2023	Warriors in winter	Osborne, Mary Pope.
6/21/2023	Way of the ninja	West, Tracey, 1965-
6/21/2023	We're going on a bear hunt	Rosen, Michael, 1946-
6/21/2023	Who do you love?	Waddell, Martin.
6/21/2023	Whose vehicle is this? : a look at vehicles workers dri	Cooper, Sharon Katz.
6/21/2023	Why do animals migrate?	Kalman, Bobbie.
6/21/2023	The Wildwood Bakery	Elliott, Rebecca,
6/21/2023	Wipe your feet!	Lehan, Daniel.
6/21/2023	The World Series : baseball's biggest stage	Doeden, Matt,
6/21/2023	The world's greatest elephant	Helfer, Ralph.
6/21/2023	The world's most amazing rivers	Ganeri, Anita, 1961-.
6/21/2023	The worm	Gravel, Elise.
6/21/2023	Yellow umbrella	Liu, Jae Soo.
6/21/2023	Yorkshire terriers	Klukow, Mary Ellen.
6/21/2023	Yorkshire terriers	Klukow, Mary Ellen.
6/21/2023	Your pet dog	Landau, Elaine.
6/21/2023	Zoopa : an animal alphabet	Marino, Gianna.
6/16/2023	Adèle & Simon	McClintock, Barbara.
6/16/2023	Adèle & Simon in America	McClintock, Barbara.
6/16/2023	And to think that I saw it on Mulberry Street	Seuss, Dr.
6/16/2023	Ants in your pants, worms in your plants! : (Gilbert g	De Groat, Diane.
6/16/2023	April Fool! watch out at school!	De Groat, Diane.
6/16/2023	Bear snores on	Wilson, Karma.
6/16/2023	Beatrice Zinker, upside down thinker	Johannes, Shelley.
6/16/2023	Below	Crews, Nina.
6/16/2023	The best book of big cats	Gunzi, Christiane.
6/16/2023	Betty Bunny didn't do it	Kaplan, Michael B.
6/16/2023	Betty Bunny loves chocolate cake	Kaplan, Michael B.
6/16/2023	Betty Bunny wants everything	Kaplan, Michael B.
6/16/2023	The big bad blackout	McDonald, Megan.
6/16/2023	Blue Rabbit and friends	Wormell, Christopher.
6/16/2023	Bobby Bramble loses his brain	Keane, David, 1965-

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6/16/2023	The bog baby	Willis, Jeanne.
6/16/2023	The Boxcar children beginning : the Aldens of Fair Me	MacLachlan, Patricia.
6/16/2023	Brand-new pencils, brand-new books	De Groat, Diane.
6/16/2023	Bud Barkin, private eye	Howe, James, 1946-
6/16/2023	Bullies never win	Cuyler, Margery.
6/16/2023	Bunnicula : a rabbit-tale of mystery	Howe, Deborah.
6/16/2023	Bunnicula meets Edgar Allan Crow	Howe, James, 1946-
6/16/2023	Bunnies on ice	Wright, Johanna.
6/16/2023	Buzz	Wong, Janet S.
6/16/2023	Cats, cats, cats!	Newman, Lesléa.
6/16/2023	Country kid, city kid	Cummins, Julie.
6/16/2023	Crash Bang Donkey!	Newton, Jill, 1964-
6/16/2023	Cromwell Dixon's sky-cycle	Nez, John A.
6/16/2023	A dog needs a bone!	Wood, Audrey.
6/16/2023	Don't be silly, Mrs. Millie!	Cox, Judy.
6/16/2023	Ducks don't wear socks	Nedwidek, John.
6/16/2023	The Eensy Weensy Spider freaks out! : (big time!)	Cummings, Troy.
6/16/2023	Eliza's kindergarten surprise	McGinty, Alice B., 1963-
6/16/2023	Emma and Julia love ballet	McClintock, Barbara.
6/16/2023	A Father's Day thank you	Nolan, Janet.
6/16/2023	Flower, moon, snow : a book of haiku	Mizumura, Kazue.
6/16/2023	A fly went by	McClintock, Marshall, 1906-
6/16/2023	Good night, sleep tight, don't let the bedbugs bite!	De Groat, Diane.
6/16/2023	Grandfather's dream	Keller, Holly.
6/16/2023	Grandma elephant's in charge	Jenkins, Martin.
6/16/2023	The great cake mystery : Precious Ramotswe's very fi	McCall Smith, Alexander, 1948-
6/16/2023	Happy birthday to you, you belong in a zoo	De Groat, Diane.
6/16/2023	Help! : a story of friendship	Keller, Holly.
6/16/2023	Henry & the Buccaneer Bunnies	Crimi, Carolyn.
6/16/2023	Henry & the crazed chicken pirates	Crimi, Carolyn.
6/16/2023	Here comes the garbage barge!	Winter, Jonah, 1962-
6/16/2023	Howie Monroe and the doghouse of doom	Howe, James, 1946-
6/16/2023	The hummingbird's gift	Czernecki, Stefan.
6/16/2023	Hurry up, Houdini!	Osborne, Mary Pope.
6/16/2023	I love it when you smile	McBratney, Sam.
6/16/2023	I repeat, don't cheat!	Cuyler, Margery.
6/16/2023	I'll catch the moon	Crews, Nina.
6/16/2023	Invasion of the Mind Swappers from Asteroid 6!	Howe, James, 1946-
6/16/2023	It came from beneath the bed!	Howe, James, 1946-
6/16/2023	Jacob's tree	Keller, Holly.
6/16/2023	Jubal's wish	Wood, Audrey.
6/16/2023	Judy Moody	McDonald, Megan.
6/16/2023	Judy Moody and the bad luck charm	McDonald, Megan.
6/16/2023	Judy Moody and the bucket list	McDonald, Megan.
6/16/2023	Judy Moody and the right royal tea party	McDonald, Megan.
6/16/2023	Judy Moody : around the world in 8 1/2 days	McDonald, Megan.

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6/16/2023 Judy Moody declares independence	McDonald, Megan.
6/16/2023 Judy Moody gets famous!	McDonald, Megan.
6/16/2023 Judy Moody, girl detective	McDonald, Megan.
6/16/2023 Judy Moody goes to college	McDonald, Megan.
6/16/2023 Judy Moody, M.D. : the doctor is in!	McDonald, Megan.
6/16/2023 Judy Moody, mood Martian	McDonald, Megan.
6/16/2023 Judy Moody saves the world!	McDonald, Megan.
6/16/2023 Judy Moody & Stink : the mad, mad, mad, mad treas	McDonald, Megan.
6/16/2023 Judy Moody, twice as Moody	McDonald, Megan.
6/16/2023 Kali's song	Winter, Jeanette.
6/16/2023 Leopard & Silkie : one boy's quest to save the seal pu	Peterson, Brenda, 1950-
6/16/2023 Liar, liar, pants on fire	De Groat, Diane.
6/16/2023 The lion's share	McElligott, Matthew.
6/16/2023 The little penguin	Wood, Audrey.
6/16/2023 Lulu and the cat in the bag	McKay, Hilary.
6/16/2023 Lulu and the dog from the sea	McKay, Hilary.
6/16/2023 Lulu and the duck in the park	McKay, Hilary.
6/16/2023 Matzo ball moon	Newman, Lesléa.
6/16/2023 Max & Maddy and the bursting balloons mystery	McCall Smith, Alexander, 1948-
6/16/2023 The memory coat	Woodruff, Elvira.
6/16/2023 Mercy Watson fights crime	DiCamillo, Kate.
6/16/2023 Mercy Watson goes for ride	DiCamillo, Kate.
6/16/2023 Mercy Watson : princess in disguise	DiCamillo, Kate.
6/16/2023 Mercy Watson : something wonky this way comes	DiCamillo, Kate.
6/16/2023 Mercy Watson to the rescue	DiCamillo, Kate.
6/16/2023 Millions of cats	Gág, Wanda, 1893-1946.
6/16/2023 Mrs. Muddle's holidays	Nielsen, Laura F.
6/16/2023 My life with the wave	Cowan, Catherine.
6/16/2023 Mystery at the Club Sandwich	Cushman, Doug.
6/16/2023 The mystery of Eatum Hall	Kelly, John, 1964-
6/16/2023 The mystery of Meerkat Hill : a Precious Ramotswe n	McCall Smith, Alexander, 1948-
6/16/2023 The mystery of the missing lion : a Precious Ramotsw	McCall Smith, Alexander, 1948-
6/16/2023 Nanook & Pryce : gone fishing	Crowley, Ned.
6/16/2023 Night at the fair	Crews, Donald.
6/16/2023 No more pencils, no more books, no more teacher's	De Groat, Diane.
6/16/2023 Nosy Rosie	Keller, Holly.
6/16/2023 Nugget on the flight deck	Newman, Patricia, 1958-.
6/16/2023 Paper lanterns	Czernecki, Stefan.
6/16/2023 Pearl's new skates	Keller, Holly.
6/16/2023 Polar bears are awesome	Jaycox, Jaclyn, 1983-
6/16/2023 The Princess in Black and the hungry bunny horde	Hale, Shannon.
6/16/2023 The Princess in Black and the mysterious playdate	Hale, Shannon.
6/16/2023 The Princess in Black and the perfect princess party	Hale, Shannon.
6/16/2023 The Princess in Black takes a vacation	Hale, Shannon.
6/16/2023 Princess Me	Wilson, Karma.
6/16/2023 Rescue Bunnies	Cronin, Doreen.

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6/16/2023 The rubber-legged ducky
6/16/2023 Ruby and Bubbles
6/16/2023 The rusty, trusty tractor
6/16/2023 Screaming mummies of the Pharaoh's tomb II
6/16/2023 Sherlock Bones and the missing cheese
6/16/2023 Sky-high Guy
6/16/2023 Snook alone
6/16/2023 So many days
6/16/2023 Strong to the hoop
6/16/2023 Thidwick, the big-hearted moose
6/16/2023 The thirteenth knight
6/16/2023 Thump, quack, moo : a whacky adventure
6/16/2023 Titanic : the story lives on!
6/16/2023 Tooth fairy
6/16/2023 The true gift : a Christmas story
6/16/2023 Tuff Fluff : the case of Duckie's missing brain
6/16/2023 Uni the unicorn : a story about believing
6/16/2023 What a hat!
6/16/2023 What puppies do best
6/16/2023 A year for Kiko
6/16/2023 Yes we can!
6/15/2023 Gems
6/15/2023 The great pancake race
6/15/2023 Jumping spiders
6/15/2023 Peppa Pig : Peppa plays soccer.
6/15/2023 Walter Wick's optical tricks.
6/14/2023 Baby rabbits
6/1/2023 Baby rabbits

Author

Keller, John G.
Winstead, Rosie.
Cowley, Joy.
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Crummel, Susan Stevens.
Crews, Nina.
Nelson, Marilyn, 1946-
McGhee, Alison, 1960-
Coy, John, 1958-
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Quinn, Jordan.
Cronin, Doreen.
Driscoll, Laura.
Wood, Audrey.
MacLachlan, Patricia.
Nash, Scott, 1959-
Rosenthal, Amy Krouse.
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Numeroff, Laura Joffe.
Wolff, Ferida, 1946-.
McBratney, Sam.
Hansen, Grace.
Lane, Jeanette.
Gleisner, Jenna Lee.

Wick, Walter.
Leaf, Christina.
Leaf, Christina.

CANANDAIGUA CITY SCHOOL DISTRICT PHYSICAL EDUCATION PLAN

2023-2024



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Canandaigua City School District PE Plan

Demographics

The Canandaigua City School District is located in Upstate New York about 30 miles Southeast of Rochester in the heart of the beautiful Finger Lakes.

- ▶ Total District Population: 26,997 (US Census Data)
- ▶ Total Student Enrollment: 3,278

School Buildings, Grade Levels, Number of Students

- ▶ Primary School: Grades UPK-2 (722)
- ▶ Elementary School: Grades 3-5 (724)
- ▶ Middle School: Grades 6-8 (722)
- ▶ Academy: Grades 9-12 (1039)

**Note -Numbers as of September, 2023*

Canandaigua City School

District Physical Education Plan

Physical Education Plan

Program Goals and Objectives: The Canandaigua City School District Physical Education Program is committed to teaching students about the importance of personal health and lifetime fitness. It is recognized that developing and practicing positive decision making in terms of personal fitness and wellness are inherent in leading a happy, healthy and productive life. A wide variety of activities are utilized to support sportsmanship and fair play, and the development of a physically educated student. Emphasis is placed on advancing mutual respect, understanding of individual differences, sportsmanship and fair play. The goals and objectives of the Canandaigua City School District Physical Education Program are to promote physical activity and the attainment of physical fitness and a desire to maintain physical fitness through life, attain competency in the management of the body and useful physical skills, emphasize safety practices, motivate expression and communication, promote individual and group understanding, provide knowledge and appreciation of physical activities, make each individual aware of the effect of physical activity upon the body, provide opportunities for exercise of pupil initiative, and reinforce basic learnings in other areas of the total school curriculum.

Required Instruction

Primary School (Grades K-2)

- ▶ PE every other day for 45 minutes (135 or 90 minutes)
- ▶ All classes co-ed

Elementary School (Grades 3-5)

- ▶ PE every other day for 45 minutes (135 or 90 minutes)
- ▶ All classes co-ed

Middle School (Grades 6-8)

- ▶ PE every other day for 40 minutes (200 minutes per two-week cycle)
- ▶ All classes co-ed activity dependent

Academy (Grades 9-12)

- ▶ PE every other day for 42 minutes (210 minutes per two-week cycle)
- ▶ All classes co-ed

Curriculum Design

The curriculum is "sequential" and specific skills and strategies are taught in multiple ways as kids move from grades K-12. The entire K-12 Curriculum is currently mapped on NY Learns, and shows connections to the learning standards at each level.

Attendance Policy

All students participate in Physical Education unless they have a note from the doctor excusing them from activity. Students who are excused from activity still remain a part of the Physical Education class and are assigned an alternate assignment for the duration of the time they are out of activity. At the K-8 level students must wear appropriate attire and footwear (students who forget their sneakers are given a pair to wear for class K-5) for Physical Education class but do not change for activity. At the 9-12 level students must wear appropriate attire and must change for activity.

Grading Policy

At the 6-12 level, students are graded on participation, effort, attendance and behavioral rubric. Students must be in appropriate attire to participate in class. Students also complete fitness assessments (PACER, Push-Up and Sit-Up tests) during the fall and spring.

At the K-2 level, students are assessed on specific movement skills and at the 3-5 level, students are assessed on specific units. Each area is graded on a 1-3 rubric scale. Students also complete fitness assessments (PACER and Sit-Up tests) during the fall and spring. K-2 does only the PACER test. 3-5 does the PACER and Sit-Up tests. K-5 focuses on how to do Push-Ups correctly.

Personnel

Students in grades K-12 only receive direct instruction in Physical Education taught by a certified Physical Education Teacher.

Facilities

The facilities K-12 are used by the Physical Education program, intramural program, interscholastic program, and by the community.

At the 9-12 complex there is a full-size gymnasium, full size fieldhouse, one small gymnasium, an eight-lane pool with separate diving pool, a fitness cardio center, weight room, and outdoor facilities including tennis courts, turf field, numerous playing fields and an all-weather track.

At the 6-8 complex, there is one full size gymnasium, one small gymnasium, a fitness center, a fitness trail and outdoor fields.

At the K-5 complex, there are two full gymnasiums, two small gymnasiums, fitness trail and outdoor fields.

Administrative Procedures/Policies

- a. Fitness testing: Students K-12 are assessed using the Canandaigua PE Department designed PACER, Sit-Up and Push-Up tests.
- b. Class size and grouping:
Classes K-5 and 9-12 are grouped co-ed. Classes 6-8 are co-ed activity dependent. The class sizes for Kindergarten are 15-20 students and classes 1st-5th grade are 18-24 students. Classes 6-12 are currently limited at 30 students.
- c. Use of non-school facilities:
The Canandaigua City School District occasionally uses non-school facilities to enrich the opportunities for its students. We have used the Canandaigua Civic Center Ice Arena as well as a local bowling alley.
- d. Supplementary Personnel:
The Canandaigua City School District does support student teaching and student teachers are approved according to District procedures. In classes K-12 aides are utilized in a supportive manner.
- e. Summer School Program:
Summer school is offered only to students in grades 9-12 who have failed one or more semesters of Physical Education.
- f. Safety Practices:
The Canandaigua City School District is committed to providing a safe and healthy environment to all of its students. Students K-12 must wear appropriate attire including sneakers in Physical Education class. Students are not allowed to wear jewelry that may cause a safety concern. The equipment used for Physical Education classes is inspected by the Physical Education teachers.
- g. Alternative Physical Education options:
Alternative Physical Education options are rarely approved and are done so on an individual basis by the CALT and Counseling Center.

Athletics – Interscholastic Athletics

The Canandaigua City School District offers a comprehensive, diversified Interscholastic Athletic program. We offer 25 different sports and 80 teams involving grades 7-12. There are over 1,300 roster spots available to our students. Last year Canandaigua teams participated in over 1,500 contests.

Our student athletes and coaches work together to create a positive environment designed to foster good sportsmanship and the development of character.

Spectator Code of Behavior

It is the responsibility of the spectator to:

- ▶ Keep cheering positive. There should be no profanity or degrading comments or gestures.
- ▶ Avoid actions which offend visiting teams, individual players or referees.
- ▶ Show appreciation of good play by both teams.
- ▶ Do not approach coaches during or following contests to discuss issues of concern.
 - ✓ Violations of this code of behavior will be reviewed by the Athletic Director and/or Superintendent and penalties may be invoked, which may include expulsion from school activities and events.
- ▶ Be Loud.....Be Proud.....Be Positive

School Guidelines for Athletes

Attendance-A student athlete must be in attendance for half of their school day in order to participate in practice and/or compete in a contest, unless legally excused by the Principal or Athletic Director.

Truancies/Other Disciplinary Actions-Any truancies or other disciplinary actions could jeopardize a student athlete's participation in practices and/or competitions.

Physical Education Participation-All athletes must participate in Physical Education class to be eligible for practice or competition. Failure to participate in Physical Education class will deny student athlete's participation. Student athletes should consult the coach and/or the physical education teacher with any concerns.

The Canandaigua Community supports and agrees to abide by the NYSPHSAA Code of Ethics.

- ▶ To emphasize good sportsmanship, conduct and fair play.
- ▶ To eliminate all possibilities to destroy the best values of the game.
- ▶ To stress the rules and values of playing the game fairly.
- ▶ To show courtesy to visiting opponents, spectators, and officials.
- ▶ To establish a friendly relationship between visitors and hosts.
- ▶ To respect the judgment of officials.
- ▶ To achieve an understanding and acceptance of sportsmanship and standards of eligibility.
- ▶ To encourage leadership and good judgment.
- ▶ To recognize the physical, mental, moral, social and emotional well-being athletics promotes in individuals.
- ▶ To remember that an athletic contest is only a game, not a matter of life or death.

CANANDAIGUA PRIMARY (K-2)

MISSION STATEMENT OF THE PHYSICAL EDUCATION DEPARTMENT

The mission of the Physical Education Department is to play an essential role in the development of students by engaging in and understanding the importance of personal health, lifetime fitness, recreation and sport through necessary physical, social, emotional and cognitive skills.

New York State Learning Standards

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.

K-2 Physical Education Grading Rubric

<i>FALL</i>	<i>WINTER</i>	<i>SPRING</i>
Kicking	Hopping/Skipping	Throwing
Fitness Testing	Gallop	Fitness Testing
Behavior	Behavior	Behavior

K-2 Physical Education Program

<i>SOCIAL SKILL DEVELOPMENT</i>	<i>INDIVIDUAL SKILL DEVELOPMENT</i>	<i>TEAM GAMES/SPORTS</i>	<i>WELLNESS/FITNESS</i>
Dance	Kicking	Soccer	Circuit
Cooperative-Games	Throwing	T-ball	Obstacle-Course
Parachute	Striking	Kickball	Plyos
Seasonal- Games	Catching	Lawn Games	Fun Run
	Dribbling	Floor Hockey	Pacer Test
	Balance	Cooperative Games	Sit-Ups
	Spatial- Awareness	Parachute	Push-Ups
	Pathways		Nutrition
	Gymnastics- Skills		Rock-Climbing
	Locomotor- Movements		Jump Rope
	Orienteering		
	Bowling		
	Frisbee		

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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.

**CANANDAIGUA ELEMENTARY (3-5)
Physical Education Grading Rubric**

<i>FALL</i>	<i>WINTER</i>	<i>SPRING</i>
Team/Individual Sports	Gymnastics	Team/Individual Sports
Cooperative Games	Dance/Rhythmic Movement	Aquatics
Fitness Tests	Cooperative Games	Fitness Tests
Attitude & Effort	Attitude & Effort	Attitude & Effort

3-5 Physical Education Program

<i>SOCIAL SKILL DEVELOPMENT</i>	<i>INDIVIDUAL SKILL DEVELOPMENT</i>	<i>TEAM GAMES/SPORTS</i>	<i>WELLNESS/FITNESS</i>
Orienteering	Gymnastics	Soccer	Rock Wall
Rec Games	Wrestling	Football	Nutrition
Cooperative Games	Track and Field	Team Handball	Kids Heart Challenge
Dance/Rhythmic Movements	Bowling	Floor Hockey	Fitness Trail
Aquatics	Archery	Basketball	PACER
Speed Stacks	Racquet Sports	Volleyball	Push-ups
Project Adventure		Lacrosse	Sit-ups
		Kickball	Circuit Training
		Baseball	Fitness Fun Week
		Softball	Field Day

CANANDAIGUA MIDDLE (6-8)

MISSION STATEMENT OF THE PHYSICAL EDUCATION DEPARTMENT

The mission of the Physical Education Department is to play an essential role in the development of students by engaging in and understanding the importance of personal health, lifetime fitness, recreation and sport through necessary physical, social, emotional and cognitive skills.

6-8 Physical Education Grading Rubric

RESPONSIBILITY=Enters class and leaves class on time. Changes for PE. **(+1)**
BEHAVIOR=Acts safely and follows all instruction without disruption. **(+1)**
POOR PARTICIPATION = Gives minimal effort during activity. **(+1)**
AVERAGE PARTICIPATION = Gives average effort during activity. **(+2)**
MAXIMUM PARTICIPATION = Gives maximum effort during activity. **(+3)**

New York State Learning Standards

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.

6-8 Physical Education Program

<i>SOCIAL SKILL DEVELOPMENT</i>	<i>INDIVIDUAL SKILL DEVELOPMENT</i>	<i>TEAM GAMES/SPORTS</i>	<i>WELLNESS/ FITNESS</i>
Project Adventure	Swim	Soccer	Weight
Dance	Tennis	Football	Training
Cooperative	Wrestling	Handball	Yoga
Games	Frisbee	Floor Hockey	Fitness
	Golf	Basketball	Testing
		Volleyball	
		Softball	

CANANDAIGUA ACADEMY (9-12)

MISSION STATEMENT OF THE PHYSICAL EDUCATION DEPARTMENT

The mission of the Physical Education Department is to play an essential role in the development of students by engaging in and understanding the importance of personal health, lifetime fitness, recreation and sport through necessary physical, social, emotional and cognitive skills.

9-12 Physical Education Grading Rubric

RESPONSIBILITY=Enters class and leaves class on time. Changes for PE. **(+1)**
BEHAVIOR=Acts safely and follows all instruction without disruption. **(+1)**
POOR PARTICIPATION = Gives minimal effort during activity. **(+1)**
AVERAGE PARTICIPATION = Gives average effort during activity. **(+2)**
MAXIMUM PARTICIPATION = Gives maximum effort during activity. **(+3)**

New York State Learning Standards

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.

9-12 Physical Education Program

SOCIAL SKILL DEVELOPMENT	INDIVIDUAL SKILL DEVELOPMENT	TEAM GAMES/SPORTS	WELLNESS/ FITNESS
Lawn Games	Swimming	Soccer	Snow Shoeing
	Tennis	Football	Biking
	Golf	Handball	Circuit Training
	Archery	Floor Hockey	Functional
	Badminton	Basketball	Fitness
	Pickle Ball	Volleyball	Weight Lifting
	Shelter Building	Ultimate Frisbee	Yoga
	Table Tennis	Softball	

Canandaigua Primary (K-2)

Instructional Units	NYS Standards & National Standards	Curricular Strands	Learning Targets
<p>SOCIAL SKILL DEVELOPMENT</p> <ul style="list-style-type: none"> • Dance • Cooperative Games • Parachute • Seasonal Games 	<p>NYS LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. Demonstrates competency in a variety of motor skills and movement patterns. 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. Exhibits responsible personal and social behavior that respects self and others. 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression. 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness. <p>NATIONAL LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. The physically literate individual demonstrate competency in a variety of motor skills and movement patterns. 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to the movement and performances. 3. The physically literate individual demonstrates knowledge and skills to achieve and maintain ah health-enhancing level of physical activity and fitness. 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others. 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction. 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Sports Skills and Games 1.1 ✓ Dance, Movement, and Rhythmic Activities 1.2 ✓ Fitness Activities 1.3 ✓ Lifetime Activities 1.4 <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Movement Concepts 2.1 <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Fitness Planning 3.1 ✓ Additional Health-Enhancing Behaviors 3.2 <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Self-awareness and management 4.1 ✓ Social awareness and relationship skills 4.2 ✓ Responsible decision making 4.3 <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Challenge 5.2 ✓ Self-Expression/ Enjoyment 5.3 <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Personal and Community Resources 6.1 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills. ✓ Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities. ✓ Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills. ✓ Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills. <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Demonstrates a combination of movement concepts into simple travel. <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Explains the effects of physical activity on the body. ✓ Explains how health-enhancing behaviors influence overall wellness. <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings. ✓ Identifies the importance of personal and social responsibility in physical activity settings. ✓ Identifies strategies to reinforce positive decisions in physical activity settings. <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Identifies reasons physical activity skills are potentially challenging. ✓ Identifies physical activities that provide opportunities for self-expression. <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Identifies community resources that are available for participation in physical activity.

Canandaigua Primary (K-2)

Instructional Units	NYS Standards & National Standards	Curricular Strands	Learning Targets
<p>FITNESS/ WELLNESS</p> <ul style="list-style-type: none"> • Circuit • Obstacle Course • Plyos • Fun Run • PACER Test • Sit-Up Test • Push-Up Test • Nutrition • Rock Climbing • Jump Rope 	<p>NYS LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. Demonstrates competency in a variety of motor skills and movement patterns. 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. Exhibits responsible personal and social behavior that respects self and others. 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression. 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness. <p>NATIONAL LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. The physically literate individual demonstrate competency in a variety of motor skills and movement patterns. 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to the movement and performances. 3. The physically literate individual demonstrates knowledge and skills to achieve and maintain ah health-enhancing level of physical activity and fitness. 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others. 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction. 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Sports Skills and Games 1.1 ✓ Dance, Movement, and Rhythmic Activities 1.2 ✓ Fitness Activities 1.3 ✓ Lifetime Activities 1.4 <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Movement Concepts 2.1 <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Fitness Planning 3.1 ✓ Additional Health-Enhancing Behaviors 3.2 <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Self-awareness and management 4.1 ✓ Social awareness and relationship skills 4.2 ✓ Responsible decision making 4.3 <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Challenge 5.2 ✓ Self-Expression/ Enjoyment 5.3 <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Personal and Community Resources 6.1 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills. ✓ Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities. ✓ Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills. ✓ Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills. <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Demonstrates a combination of movement concepts into simple travel. <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Explains the effects of physical activity on the body. ✓ Explains how health-enhancing behaviors influence overall wellness. <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings. ✓ Identifies the importance of personal and social responsibility in physical activity settings. ✓ Identifies strategies to reinforce positive decisions in physical activity settings. <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Identifies reasons physical activity skills are potentially challenging. ✓ Identifies physical activities that provide opportunities for self-expression. <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Identifies community resources that are available for participation in physical activity.

Canandaigua Primary (K-2)

Instructional Units	NYS Standards & National Standards	Curricular Strands	Learning Targets
<p>TEAM SPORTS</p> <ul style="list-style-type: none"> ● Soccer ● T-Ball ● Kickball ● Lawn Games ● Floor Hockey ● Cooperative Games ● Parachute 	<p>NYS LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. Demonstrates competency in a variety of motor skills and movement patterns. 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. Exhibits responsible personal and social behavior that respects self and others. 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression. 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness. <p>NATIONAL LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. The physically literate individual demonstrate competency in a variety of motor skills and movement patterns. 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to the movement and performances. 3. The physically literate individual demonstrates knowledge and skills to achieve and maintain ah health-enhancing level of physical activity and fitness. 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others. 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction. 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Sports Skills and Games 1.1 ✓ Dance, Movement, and Rhythmic Activities 1.2 ✓ Fitness Activities 1.3 ✓ Lifetime Activities 1.4 <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Movement Concepts 2.1 <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Fitness Planning 3.1 ✓ Additional Health-Enhancing Behaviors 3.2 <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Self-awareness and management 4.1 ✓ Social awareness and relationship skills 4.2 ✓ Responsible decision making 4.3 <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Challenge 5.2 ✓ Self-Expression/ Enjoyment 5.3 <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Personal and Community Resources 6.1 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills. ✓ Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities. ✓ Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills. ✓ Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills. <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Demonstrates a combination of movement concepts into simple travel. <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Explains the effects of physical activity on the body. ✓ Explains how health-enhancing behaviors influence overall wellness. <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings. ✓ Identifies the importance of personal and social responsibility in physical activity settings. ✓ Identifies strategies to reinforce positive decisions in physical activity settings. <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Identifies reasons physical activity skills are potentially challenging. ✓ Identifies physical activities that provide opportunities for self-expression. <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Identifies community resources that are available for participation in physical activity.

Canandaigua Primary (K-2)

Instructional Units	NYS Standards & National Standards	Curricular Strands	Learning Targets
<p>INDIVIDUAL SKILLS</p> <ul style="list-style-type: none"> ● Kicking ● Throwing ● Striking ● Catching ● Dribbling ● Balance ● Spatial Awareness ● Pathways ● Gymnastics-Skills ● Locomotor-Movement ● Orienteering ● Bowling ● Frisbee 	<p>NYS LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. Demonstrates competency in a variety of motor skills and movement patterns. 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. Exhibits responsible personal and social behavior that respects self and others. 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression. 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness. <p>NATIONAL LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. The physically literate individual demonstrate competency in a variety of motor skills and movement patterns. 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to the movement and performances. 3. The physically literate individual demonstrates knowledge and skills to achieve and maintain ah health-enhancing level of physical activity and fitness. 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others. 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction. 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Sports Skills and Games 1.1 ✓ Dance, Movement, and Rhythmic Activities 1.2 ✓ Fitness Activities 1.3 ✓ Lifetime Activities 1.4 <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Movement Concepts 2.1 <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Fitness Planning 3.1 ✓ Additional Health-Enhancing Behaviors 3.2 <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Self-awareness and management 4.1 ✓ Social awareness and relationship skills 4.2 ✓ Responsible decision making 4.3 <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Challenge 5.2 ✓ Self-Expression/ Enjoyment 5.3 <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Personal and Community Resources 6.1 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills. ✓ Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities. ✓ Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills. ✓ Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills. <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Demonstrates a combination of movement concepts into simple travel. <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Explains the effects of physical activity on the body. ✓ Explains how health-enhancing behaviors influence overall wellness. <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings. ✓ Identifies the importance of personal and social responsibility in physical activity settings. ✓ Identifies strategies to reinforce positive decisions in physical activity settings. <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Identifies reasons physical activity skills are potentially challenging. ✓ Identifies physical activities that provide opportunities for self-expression. <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Identifies community resources that are available for participation in physical activity.

Canandaigua Elementary (3-5)

Instructional Units	NYS Standards & National Standards	Curricular Strands	Learning Targets
<p>SOCIAL SKILL DEVELOPMENT</p> <ul style="list-style-type: none"> • Orienteering • Rec Games • Cooperative Games • Dance/ Rhythmic Movements • Aquatics • Speed Stacks • Project Adventure 	<p>NYS LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. Demonstrates competency in a variety of motor skills and movement patterns. 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. Exhibits responsible personal and social behavior that respects self and others. 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression. 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness. <p>NATIONAL LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. The physically literate individual demonstrate competency in a variety of motor skills and movement patterns. 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to the movement and performances. 3. The physically literate individual demonstrates knowledge and skills to achieve and maintain ah health-enhancing level of physical activity and fitness. 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others. 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction. 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Sports Skills and Games 1.1 ✓ Dance, Movement, and Rhythmic Activities 1.2 ✓ Fitness Activities 1.3 ✓ Lifetime Activities 1.4 <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Movement Concepts 2.1 ✓ Strategies and Tactics 2.2 <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Fitness Planning 3.1 ✓ Additional Health-Enhancing Behaviors 3.2 <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Self-awareness and management 4.1 ✓ Social awareness and relationship skills 4.2 ✓ Responsible decision making 4.3 <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Overall Wellness 5.1 ✓ Challenge 5.2 ✓ Self-Expression/ Enjoyment 5.3 <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Personal and Community Resources 6.1 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities. ✓ Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities. ✓ Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills. ✓ Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities. <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Demonstrates maturing movement concepts, locomotor, and/or manipulative skills in a variety of physical activities. ✓ Demonstrates emerging forms of simple strategies, tactics, and communication in small-sided games and other physical activities. STANDARD 3 ✓ Explains the relationship between skill- and health-related fitness. ✓ Identifies personal habits related to health-enhancing behaviors. <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Demonstrates respect for facilities and exhibits safe behaviors in physical activity settings. ✓ Uses communication skills and strategies that promote positive relationships in physical activity settings. ✓ Responds appropriately to personal and social behaviors in physical activity settings. <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Demonstrates respect for facilities and exhibits safe behaviors in physical activity settings. ✓ Identifies ways to overcome individual challenges in physical activities. ✓ Compares and contrasts different physical activities based on levels of enjoyment. <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Describes how community resources could be used to support participation in a variety of physical activities.

Canandaigua Elementary (3-5)

Instructional Units	NYS Standards & National Standards	Curricular Strands	Learning Targets
<p>FITNESS/ WELLNESS</p> <ul style="list-style-type: none"> • Nutrition • Jump Rope for Heart • Fitness Trail • PACER Test • Sit-Up Test • Push-Up Test • Circuit Training • Fitness Fun Week • Field Day 	<p>NYS LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. Demonstrates competency in a variety of motor skills and movement patterns. 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. Exhibits responsible personal and social behavior that respects self and others. 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression. 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness. <p>NATIONAL LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. The physically literate individual demonstrate competency in a variety of motor skills and movement patterns. 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to the movement and performances. 3. The physically literate individual demonstrates knowledge and skills to achieve and maintain ah health-enhancing level of physical activity and fitness. 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others. 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction. 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Sports Skills and Games 1.1 ✓ Dance, Movement, and Rhythmic Activities 1.2 ✓ Fitness Activities 1.3 ✓ Lifetime Activities 1.4 <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Movement Concepts 2.1 ✓ Strategies and Tactics 2.2 <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Fitness Planning 3.1 ✓ Additional Health-Enhancing Behaviors 3.2 <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Self-awareness and management 4.1 ✓ Social awareness and relationship skills 4.2 ✓ Responsible decision making 4.3 <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Overall Wellness 5.1 ✓ Challenge 5.2 ✓ Self-Expression/ Enjoyment 5.3 <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Personal and Community Resources 6.1 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities. ✓ Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities. ✓ Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills. ✓ Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities. <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Demonstrates maturing movement concepts, locomotor, and/or manipulative skills in a variety of physical activities. ✓ Demonstrates emerging forms of simple strategies, tactics, and communication in small-sided games and other physical activities. STANDARD 3 ✓ Explains the relationship between skill- and health-related fitness. ✓ Identifies personal habits related to health-enhancing behaviors. <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Demonstrates respect for facilities and exhibits safe behaviors in physical activity settings. ✓ Uses communication skills and strategies that promote positive relationships in physical activity settings. ✓ Responds appropriately to personal and social behaviors in physical activity settings. <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Demonstrates respect for facilities and exhibits safe behaviors in physical activity settings. ✓ Identifies ways to overcome individual challenges in physical activities. ✓ Compares and contrasts different physical activities based on levels of enjoyment. <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Describes how community resources could be used to support participation in a variety of physical activities.

Canandaigua Elementary (3-5)

Instructional Units	NYS Standards & National Standards	Curricular Strands	Learning Targets
<p>TEAM SPORTS</p> <ul style="list-style-type: none"> • Soccer • Football • Team Handball • Floor Hockey • Basketball • Volleyball • Lacrosse • Kickball • Baseball • Softball 	<p>NYS LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. Demonstrates competency in a variety of motor skills and movement patterns. 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. Exhibits responsible personal and social behavior that respects self and others. 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression. 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness. <p>NATIONAL LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. The physically literate individual demonstrate competency in a variety of motor skills and movement patterns. 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to the movement and performances. 3. The physically literate individual demonstrates knowledge and skills to achieve and maintain ah health-enhancing level of physical activity and fitness. 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others. 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction. 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Sports Skills and Games 1.1 ✓ Dance, Movement, and Rhythmic Activities 1.2 ✓ Fitness Activities 1.3 ✓ Lifetime Activities 1.4 <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Movement Concepts 2.1 ✓ Strategies and Tactics 2.2 <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Fitness Planning 3.1 ✓ Additional Health-Enhancing Behaviors 3.2 <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Self-awareness and management 4.1 ✓ Social awareness and relationship skills 4.2 ✓ Responsible decision making 4.3 <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Overall Wellness 5.1 ✓ Challenge 5.2 ✓ Self-Expression/ Enjoyment 5.3 <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Personal and Community Resources 6.1 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities. ✓ Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities. ✓ Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills. ✓ Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities. <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Demonstrates maturing movement concepts, locomotor, and/or manipulative skills in a variety of physical activities. ✓ Demonstrates emerging forms of simple strategies, tactics, and communication in small-sided games and other physical activities. STANDARD 3 ✓ Explains the relationship between skill- and health-related fitness. ✓ Identifies personal habits related to health-enhancing behaviors. <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Demonstrates respect for facilities and exhibits safe behaviors in physical activity settings. ✓ Uses communication skills and strategies that promote positive relationships in physical activity settings. ✓ Responds appropriately to personal and social behaviors in physical activity settings. <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Demonstrates respect for facilities and exhibits safe behaviors in physical activity settings. ✓ Identifies ways to overcome individual challenges in physical activities. ✓ Compares and contrasts different physical activities based on levels of enjoyment. <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Describes how community resources could be used to support participation in a variety of physical activities.

Canandaigua Primary (3-5)

Instructional Units	NYS Standards & National Standards	Curricular Strands	Learning Targets
<p>INDIVIDUAL SKILLS</p> <ul style="list-style-type: none"> • Gymnastics • Wrestling • Track and Field • Bowling • Archery • Racquet Sports 	<p>NYS LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 7. Demonstrates competency in a variety of motor skills and movement patterns. 8. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. 9. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 10. Exhibits responsible personal and social behavior that respects self and others. 11. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression. 12. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness. <p>NATIONAL LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 6. The physically literate individual demonstrate competency in a variety of motor skills and movement patterns. 7. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to the movement and performances. 8. The physically literate individual demonstrates knowledge and skills to achieve and maintain ah health-enhancing level of physical activity and fitness. 9. The physically literate individual exhibits responsible personal and social behavior that respects self and others. 10. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction. 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Sports Skills and Games 1.1 ✓ Dance, Movement, and Rhythmic Activities 1.2 ✓ Fitness Activities 1.3 ✓ Lifetime Activities 1.4 <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Movement Concepts 2.1 <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Fitness Planning 3.1 ✓ Additional Health-Enhancing Behaviors 3.2 <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Self-awareness and management 4.1 ✓ Social awareness and relationship skills 4.2 ✓ Responsible decision making 4.3 <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Challenge 5.2 ✓ Self-Expression/ Enjoyment 5.3 <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Personal and Community Resources 6.1 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills. ✓ Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities. ✓ Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills. ✓ Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills. <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Demonstrates a combination of movement concepts into simple travel. <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Explains the effects of physical activity on the body. ✓ Explains how health-enhancing behaviors influence overall wellness. <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings. ✓ Identifies the importance of personal and social responsibility in physical activity settings. ✓ Identifies strategies to reinforce positive decisions in physical activity settings. <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Identifies reasons physical activity skills are potentially challenging. ✓ Identifies physical activities that provide opportunities for self-expression. <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Identifies community resources that are available for participation in physical activity.

Canandaigua Middle School (6-8)

Instructional Units	NYS Standards & National Standards	Curricular Strands	Learning Targets
<p>SOCIAL SKILL DEVELOPMENT</p> <ul style="list-style-type: none"> • Project Adventure • Dance • Cooperative Games 	<p>NYS LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. Demonstrates competency in a variety of motor skills and movement patterns. 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. Exhibits responsible personal and social behavior that respects self and others. 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression. 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness. <p>NATIONAL LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. The physically literate individual demonstrate competency in a variety of motor skills and movement patterns. 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to the movement and performances. 3. The physically literate individual demonstrates knowledge and skills to achieve and maintain ah health-enhancing level of physical activity and fitness. 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others. 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction. 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Sports Skills and Games 1.1 ✓ Dance, Movement, and Rhythmic Activities 1.2 ✓ Fitness Activities 1.3 ✓ Lifetime Activities 1.4 <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Movement Concepts 2.1 ✓ Strategies and Tactics 2.2 <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Fitness Planning 3.1 ✓ Additional Health-Enhancing Behaviors 3.2 <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Self-awareness and management 4.1 ✓ Social awareness and relationship skills 4.2 ✓ Responsible decision making 4.3 <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Overall Wellness 5.1 ✓ Challenge 5.2 ✓ Self-Expression/ Enjoyment 5.3 <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Personal and Community Resources 6.1 ✓ Careers 6.2 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Demonstrates mature forms of specialized skills in a variety of games and sports. ✓ Demonstrates mature forms of specialized skills in dance, movement, and rhythmic activities. ✓ Demonstrates mature forms of specialized skills in a variety of fitness activities. ✓ Demonstrates mature forms of specialized skills in lifetime activities. <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Applies movement concepts, locomotor, and/or manipulative skills in a variety of physical activities. ✓ Applies maturing forms of strategies, tactics, and communication independently in small-sided game play and other physical activities. <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Applies the FITT principle to more than one health-related component of fitness. ✓ Evaluates the application of personal habits and strategies related to health-enhancing behaviors. <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Applies rules and etiquette while accepting responsibility for individual improvement in physical activity settings. ✓ Demonstrates citizenship by respecting for diversity and including others in physical activity settings. ✓ Evaluates problem-solving skills and conflict resolution tactics in physical activity settings. <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Explains the connections between fitness and overall wellness. ✓ Evaluates strategies and solutions to a group physical activity challenge. ✓ Describes how enjoyment could be increased in self-selected physical activities. <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Designs a physical activity outing that includes personal and community resources, supports, and overcomes barriers. ✓ Evaluates personal attributes as they relate to career options, physical activity, and fitness.

Canandaigua Middle School (6-8)

Instructional Units	NYS Standards & National Standards	Curricular Strands	Learning Targets
<p>FITNESS/ WELLNESS</p> <ul style="list-style-type: none"> • Weight Lifting • Yoga • PACER Test • Sit-Up Test • Push-Up Test 	<p>NYS LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. Demonstrates competency in a variety of motor skills and movement patterns. 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. Exhibits responsible personal and social behavior that respects self and others. 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression. 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness. <p>NATIONAL LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. The physically literate individual demonstrate competency in a variety of motor skills and movement patterns. 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to the movement and performances. 3. The physically literate individual demonstrates knowledge and skills to achieve and maintain ah health-enhancing level of physical activity and fitness. 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others. 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction. 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Sports Skills and Games 1.1 ✓ Dance, Movement, and Rhythmic Activities 1.2 ✓ Fitness Activities 1.3 ✓ Lifetime Activities 1.4 <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Movement Concepts 2.1 ✓ Strategies and Tactics 2.2 <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Fitness Planning 3.1 ✓ Additional Health-Enhancing Behaviors 3.2 <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Self-awareness and management 4.1 ✓ Social awareness and relationship skills 4.2 ✓ Responsible decision making 4.3 <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Overall Wellness 5.1 ✓ Challenge 5.2 ✓ Self-Expression/ Enjoyment 5.3 <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Personal and Community Resources 6.1 ✓ Careers 6.2 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Demonstrates mature forms of specialized skills in a variety of games and sports. ✓ Demonstrates mature forms of specialized skills in dance, movement, and rhythmic activities. ✓ Demonstrates mature forms of specialized skills in a variety of fitness activities. ✓ Demonstrates mature forms of specialized skills in lifetime activities. <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Applies movement concepts, locomotor, and/or manipulative skills in a variety of physical activities. ✓ Applies maturing forms of strategies, tactics, and communication independently in small-sided game play and other physical activities. <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Applies the FITT principle to more than one health-related component of fitness. ✓ Evaluates the application of personal habits and strategies related to health-enhancing behaviors. <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Applies rules and etiquette while accepting responsibility for individual improvement in physical activity settings. ✓ Demonstrates citizenship by respecting for diversity and including others in physical activity settings. ✓ Evaluates problem-solving skills and conflict resolution tactics in physical activity settings. <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Explains the connections between fitness and overall wellness. ✓ Evaluates strategies and solutions to a group physical activity challenge. ✓ Describes how enjoyment could be increased in self-selected physical activities. <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Designs a physical activity outing that includes personal and community resources, supports, and overcomes barriers. ✓ Evaluates personal attributes as they relate to career options, physical activity, and fitness.

Canandaigua Middle School (6-8)

Instructional Units	NYS Standards & National Standards	Curricular Strands	Learning Targets
<p>INDIVIDUAL SKILLS</p> <ul style="list-style-type: none"> • Swimming • Tennis • Wrestling • Frisbee • Golf 	<p>NYS LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. Demonstrates competency in a variety of motor skills and movement patterns. 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. Exhibits responsible personal and social behavior that respects self and others. 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression. 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness. <p>NATIONAL LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. The physically literate individual demonstrate competency in a variety of motor skills and movement patterns. 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to the movement and performances. 3. The physically literate individual demonstrates knowledge and skills to achieve and maintain ah health-enhancing level of physical activity and fitness. 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others. 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction. 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Sports Skills and Games 1.1 ✓ Dance, Movement, and Rhythmic Activities 1.2 ✓ Fitness Activities 1.3 ✓ Lifetime Activities 1.4 <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Movement Concepts 2.1 ✓ Strategies and Tactics 2.2 <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Fitness Planning 3.1 ✓ Additional Health-Enhancing Behaviors 3.2 <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Self-awareness and management 4.1 ✓ Social awareness and relationship skills 4.2 ✓ Responsible decision making 4.3 <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Overall Wellness 5.1 ✓ Challenge 5.2 ✓ Self-Expression/ Enjoyment 5.3 <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Personal and Community Resources 6.1 ✓ Careers 6.2 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Demonstrates mature forms of specialized skills in a variety of games and sports. ✓ Demonstrates mature forms of specialized skills in dance, movement, and rhythmic activities. ✓ Demonstrates mature forms of specialized skills in a variety of fitness activities. ✓ Demonstrates mature forms of specialized skills in lifetime activities. <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Applies movement concepts, locomotor, and/or manipulative skills in a variety of physical activities. ✓ Applies maturing forms of strategies, tactics, and communication independently in small-sided game play and other physical activities. <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Applies the FITT principle to more than one health-related component of fitness. ✓ Evaluates the application of personal habits and strategies related to health-enhancing behaviors. <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Applies rules and etiquette while accepting responsibility for individual improvement in physical activity settings. ✓ Demonstrates citizenship by respecting for diversity and including others in physical activity settings. ✓ Evaluates problem-solving skills and conflict resolution tactics in physical activity settings. <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Explains the connections between fitness and overall wellness. ✓ Evaluates strategies and solutions to a group physical activity challenge. ✓ Describes how enjoyment could be increased in self-selected physical activities. <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Designs a physical activity outing that includes personal and community resources, supports, and overcomes barriers. ✓ Evaluates personal attributes as they relate to career options, physical activity, and fitness.

Canandaigua Middle School (6-8)

Instructional Units	NYS Standards & National Standards	Curricular Strands	Learning Targets
<p>TEAM SPORTS</p> <ul style="list-style-type: none"> • Soccer • Football • Handball • Floor Hockey • Basketball • Volleyball • Softball 	<p>NYS LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. Demonstrates competency in a variety of motor skills and movement patterns. 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. Exhibits responsible personal and social behavior that respects self and others. 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression. 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness. <p>NATIONAL LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. The physically literate individual demonstrate competency in a variety of motor skills and movement patterns. 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to the movement and performances. 3. The physically literate individual demonstrates knowledge and skills to achieve and maintain ah health-enhancing level of physical activity and fitness. 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others. 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction. 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Sports Skills and Games 1.1 ✓ Dance, Movement, and Rhythmic Activities 1.2 ✓ Fitness Activities 1.3 ✓ Lifetime Activities 1.4 <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Movement Concepts 2.1 ✓ Strategies and Tactics 2.2 <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Fitness Planning 3.1 ✓ Additional Health-Enhancing Behaviors 3.2 <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Self-awareness and management 4.1 ✓ Social awareness and relationship skills 4.2 ✓ Responsible decision making 4.3 <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Overall Wellness 5.1 ✓ Challenge 5.2 ✓ Self-Expression/ Enjoyment 5.3 <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Personal and Community Resources 6.1 ✓ Careers 6.2 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Demonstrates mature forms of specialized skills in a variety of games and sports. ✓ Demonstrates mature forms of specialized skills in dance, movement, and rhythmic activities. ✓ Demonstrates mature forms of specialized skills in a variety of fitness activities. ✓ Demonstrates mature forms of specialized skills in lifetime activities. <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Applies movement concepts, locomotor, and/or manipulative skills in a variety of physical activities. ✓ Applies maturing forms of strategies, tactics, and communication independently in small-sided game play and other physical activities. <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Applies the FITT principle to more than one health-related component of fitness. ✓ Evaluates the application of personal habits and strategies related to health-enhancing behaviors. <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Applies rules and etiquette while accepting responsibility for individual improvement in physical activity settings. ✓ Demonstrates citizenship by respecting for diversity and including others in physical activity settings. ✓ Evaluates problem-solving skills and conflict resolution tactics in physical activity settings. <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Explains the connections between fitness and overall wellness. ✓ Evaluates strategies and solutions to a group physical activity challenge. ✓ Describes how enjoyment could be increased in self-selected physical activities. <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Designs a physical activity outing that includes personal and community resources, supports, and overcomes barriers. ✓ Evaluates personal attributes as they relate to career options, physical activity, and fitness.

Canandaigua Academy (9-12)

Instructional Units	NYS Standards & National Standards	Curricular Strands	Learning Targets
<p>SOCIAL SKILL DEVELOPMENT</p> <ul style="list-style-type: none"> • Project Adventure • Dance • Lawn Games 	<p>NYS LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. Demonstrates competency in a variety of motor skills and movement patterns. 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. Exhibits responsible personal and social behavior that respects self and others. 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression. 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness. <p>NATIONAL LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. The physically literate individual demonstrate competency in a variety of motor skills and movement patterns. 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to the movement and performances. 3. The physically literate individual demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others. 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction. 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Dance, Movement, and Rhythmic Activities 1.2 ✓ Fitness Activities 1.3 ✓ Lifetime Activities 1.4 <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Movement Concepts 2.1 ✓ Strategies and Tactics 2.2 <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Fitness Planning 3.1 ✓ Additional Health-Enhancing Behaviors 3.2 <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Self-awareness and management 4.1 ✓ Social awareness and relationship skills 4.2 ✓ Responsible decision making 4.3 <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Overall Wellness 5.1 ✓ Challenge 5.2 ✓ Self-Expression/ Enjoyment 5.3 <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Personal and Community Resources 6.1 ✓ Careers 6.2 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Demonstrates refined movement skills and creative expression by choreographing a dance or by giving a performance. ✓ Demonstrates proficiency and/or refines activity-specific movement skills in one or more fitness activities. ✓ Demonstrates proficiency and/or refines activity-specific movement skills in one or more lifetime activities. <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Demonstrates proficiency of movement concepts in a variety of physical activities. ✓ Demonstrates proficiency of strategies and tactics in a variety of physical activities. <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Designs and implements personal fitness plans, addressing goals that incorporate basic training principles that influence lifelong physical activity and fitness. ✓ Designs and implements action plans which address health-enhancing behaviors that influence lifelong physical activity and fitness. <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Evaluates positive character traits in physical activity settings. ✓ Evaluates the qualities of civility and citizenship in physical activity settings. ✓ Advocates for ethical decisions made in physical activity settings. <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Evaluates the lifelong health benefits of self-selected physical activities throughout their physical literacy journey. ✓ Evaluates the level of challenge of a self-selected physical activity. ✓ Evaluates the level of enjoyment of self-selected physical activities for lifelong participation. <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Evaluates the validity of claims made by commercial products or programs to enhance physical performance, fitness, and overall wellness. ✓ Evaluates personal and community resources to explore career options related to physical activity and fitness.

Canandaigua Academy (9-12)

Instructional Units	NYS Standards & National Standards	Curricular Strands	Learning Targets
<p>FITNESS/ WELLNESS</p> <ul style="list-style-type: none"> • Snow Shoeing • Biking • Circuit Training • Functional Fitness • Weight Lifting • Yoga 	<p>NYS LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. Demonstrates competency in a variety of motor skills and movement patterns. 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. Exhibits responsible personal and social behavior that respects self and others. 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression. 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness. <p>NATIONAL LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. The physically literate individual demonstrate competency in a variety of motor skills and movement patterns. 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to the movement and performances. 3. The physically literate individual demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others. 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction. 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Dance, Movement, and Rhythmic Activities 1.2 ✓ Fitness Activities 1.3 ✓ Lifetime Activities 1.4 <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Movement Concepts 2.1 ✓ Strategies and Tactics 2.2 <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Fitness Planning 3.1 ✓ Additional Health-Enhancing Behaviors 3.2 <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Self-awareness and management 4.1 ✓ Social awareness and relationship skills 4.2 ✓ Responsible decision making 4.3 <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Overall Wellness 5.1 ✓ Challenge 5.2 ✓ Self-Expression/ Enjoyment 5.3 <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Personal and Community Resources 6.1 ✓ Careers 6.2 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Demonstrates refined movement skills and creative expression by choreographing a dance or by giving a performance. ✓ Demonstrates proficiency and/or refines activity-specific movement skills in one or more fitness activities. ✓ Demonstrates proficiency and/or refines activity-specific movement skills in one or more lifetime activities. <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Demonstrates proficiency of movement concepts in a variety of physical activities. ✓ Demonstrates proficiency of strategies and tactics in a variety of physical activities. <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Designs and implements personal fitness plans, addressing goals that incorporate basic training principles that influence lifelong physical activity and fitness. ✓ Designs and implements action plans which address health-enhancing behaviors that influence lifelong physical activity and fitness. <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Evaluates positive character traits in physical activity settings. ✓ Evaluates the qualities of civility and citizenship in physical activity settings. ✓ Advocates for ethical decisions made in physical activity settings. <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Evaluates the lifelong health benefits of self-selected physical activities throughout their physical literacy journey. ✓ Evaluates the level of challenge of a self-selected physical activity. ✓ Evaluates the level of enjoyment of self-selected physical activities for lifelong participation. <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Evaluates the validity of claims made by commercial products or programs to enhance physical performance, fitness, and overall wellness. ✓ Evaluates personal and community resources to explore career options related to physical activity and fitness.

Canandaigua Academy (9-12)

Instructional Units	NYS Standards & National Standards	Curricular Strands	Learning Targets
<p>INDIVIDUAL SKILLS</p> <ul style="list-style-type: none"> • Swimming • Tennis • Golf • Archery • Badminton • Pickle Ball • Shelter Building • Table Tennis 	<p>NYS LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. Demonstrates competency in a variety of motor skills and movement patterns. 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. Exhibits responsible personal and social behavior that respects self and others. 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression. 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness. <p>NATIONAL LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. The physically literate individual demonstrate competency in a variety of motor skills and movement patterns. 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to the movement and performances. 3. The physically literate individual demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others. 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction. 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Dance, Movement, and Rhythmic Activities 1.2 ✓ Fitness Activities 1.3 ✓ Lifetime Activities 1.4 <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Movement Concepts 2.1 ✓ Strategies and Tactics 2.2 <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Fitness Planning 3.1 ✓ Additional Health-Enhancing Behaviors 3.2 <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Self-awareness and management 4.1 ✓ Social awareness and relationship skills 4.2 ✓ Responsible decision making 4.3 <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Overall Wellness 5.1 ✓ Challenge 5.2 ✓ Self-Expression/ Enjoyment 5.3 <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Personal and Community Resources 6.1 ✓ Careers 6.2 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Demonstrates refined movement skills and creative expression by choreographing a dance or by giving a performance. ✓ Demonstrates proficiency and/or refines activity-specific movement skills in one or more fitness activities. ✓ Demonstrates proficiency and/or refines activity-specific movement skills in one or more lifetime activities. <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Demonstrates proficiency of movement concepts in a variety of physical activities. ✓ Demonstrates proficiency of strategies and tactics in a variety of physical activities. <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Designs and implements personal fitness plans, addressing goals that incorporate basic training principles that influence lifelong physical activity and fitness. ✓ Designs and implements action plans which address health-enhancing behaviors that influence lifelong physical activity and fitness. <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Evaluates positive character traits in physical activity settings. ✓ Evaluates the qualities of civility and citizenship in physical activity settings. ✓ Advocates for ethical decisions made in physical activity settings. <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Evaluates the lifelong health benefits of self-selected physical activities throughout their physical literacy journey. ✓ Evaluates the level of challenge of a self-selected physical activity. ✓ Evaluates the level of enjoyment of self-selected physical activities for lifelong participation. <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Evaluates the validity of claims made by commercial products or programs to enhance physical performance, fitness, and overall wellness. ✓ Evaluates personal and community resources to explore career options related to physical activity and fitness.

Canandaigua Academy (9-12)

Instructional Units	NYS Standards & National Standards	Curricular Strands	Learning Targets
<p>TEAM SPORTS</p> <ul style="list-style-type: none"> • Soccer • Football • Handball • Floor Hockey • Basketball • Volleyball • Ultimate Frisbee • Softball 	<p>NYS LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. Demonstrates competency in a variety of motor skills and movement patterns. 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. Exhibits responsible personal and social behavior that respects self and others. 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression. 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness. <p>NATIONAL LEARNING STANDARDS:</p> <ol style="list-style-type: none"> 1. The physically literate individual demonstrate competency in a variety of motor skills and movement patterns. 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to the movement and performances. 3. The physically literate individual demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others. 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction. 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Dance, Movement, and Rhythmic Activities 1.2 ✓ Fitness Activities 1.3 ✓ Lifetime Activities 1.4 <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Movement Concepts 2.1 ✓ Strategies and Tactics 2.2 <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Fitness Planning 3.1 ✓ Additional Health-Enhancing Behaviors 3.2 <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Self-awareness and management 4.1 ✓ Social awareness and relationship skills 4.2 ✓ Responsible decision making 4.3 <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Overall Wellness 5.1 ✓ Challenge 5.2 ✓ Self-Expression/ Enjoyment 5.3 <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Personal and Community Resources 6.1 ✓ Careers 6.2 	<p>STANDARD 1</p> <ul style="list-style-type: none"> ✓ Demonstrates refined movement skills and creative expression by choreographing a dance or by giving a performance. ✓ Demonstrates proficiency and/or refines activity-specific movement skills in one or more fitness activities. ✓ Demonstrates proficiency and/or refines activity-specific movement skills in one or more lifetime activities. <p>STANDARD 2</p> <ul style="list-style-type: none"> ✓ Demonstrates proficiency of movement concepts in a variety of physical activities. <p>Demonstrates proficiency of strategies and tactics in a variety of physical activities.</p> <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ Designs and implements personal fitness plans, addressing goals that incorporate basic training principles that influence lifelong physical activity and fitness. ✓ Designs and implements action plans which address health-enhancing behaviors that influence lifelong physical activity and fitness. <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ Evaluates positive character traits in physical activity settings. ✓ Evaluates the qualities of civility and citizenship in physical activity settings. ✓ Advocates for ethical decisions made in physical activity settings. <p>STANDARD 5</p> <ul style="list-style-type: none"> ✓ Evaluates the lifelong health benefits of self-selected physical activities throughout their physical literacy journey. ✓ Evaluates the level of challenge of a self-selected physical activity. ✓ Evaluates the level of enjoyment of self-selected physical activities for lifelong participation. <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ Evaluates the validity of claims made by commercial products or programs to enhance physical performance, fitness, and overall wellness. ✓ Evaluates personal and community resources to explore career options related to physical activity and fitness.

CANANDAIGUA PRIMARY SCHOOL

Physical Education Grades K-2 Course Expectations

2023-2024

Mr. Mullen

Mr. Wallwork

Mr. Ceravolo

Mr. Sheridan

The ultimate aim of our physical education program is to develop and educate children to their fullest capacities: physically, mentally, socially, and emotionally through unique game play and experiences that are interesting and fun. Discipline, cooperation, safety, sportsmanship, and organization are emphasized. Our kids meet two or three times per week, and each class is forty-five minutes in length.

A Physical Education grade will be on each of your child's classroom report cards. We assess fitness scores (push-ups, sit-ups and PACER), skill acquisition, behavior and effort. All grading rubrics can be found on our district's website. We also strongly encourage as much activity at home as much as possible to develop these areas of fitness.

PE Safety Rules:

- 1. Sneakers with closed-toes and a rubber sole must be worn during PE time. If a student forgets to wear shoes on a PE day, shoes will be available for them to change into.**
- 2. Children are not allowed to wear jewelry: including watches, rings, necklaces, earrings, and bracelets during physical education class.**
- 3. Children should wear appropriate clothing for movement activities to school on physical education class days. Pants/shorts are recommended to be worn to school for physical education.**
- 4. If your child cannot participate in physical education class for medical reasons, please send a doctor's note. Children with stitches, casts, and doctor's excuses are NOT allowed to participate in physical education until released by the doctor.**

Physical Education Curriculum

All Year:

- Safety
- Sportsmanship
- Physical fitness and exercise
- Cooperative play/Teamwork
- Problem solving activities
- The basics of leading a healthy/active lifestyle
- Nutrition basics

Fitness and Health:

- Pacer Pre-Test, Push-ups & Sit-ups
- Pre-Test Nutrition (Food Groups/My Plate/ Healthy Eating)
- Yoga
- Dance (Movement patterns and creative)
- Jump rope - forward/backward
- Fitness Trail
- Climbing Wall
- Fitness Stations
- Adventure Trail/Obstacle Course
- Locomotor Skills- Skipping, jumping, hopping, galloping, leaping
- Gymnastics

Ball Sports:

- Football - Throwing, Punting, Catching, Station Work
- Soccer- Dribbling, Passing, Shooting, Goaltending, Station Work, Games
- Basketball- Dribbling, Passing, Shooting, Station Work, Games
- Volleyball - Volleying and Passing
- Tee-Ball- Fielding, Throwing, Catching, Running Bases, Striking a ball
- Kickball- Kicking and running the bases
- Floor Hockey- Stick-handling, passing, shooting, defense and offensive work
- Bowling- Rolling the ball, rules, and scorekeeping
- Crab Soccer- Kicking and strength

Cooperative Games:

- Parachute
- Poison Ball
- Seasonal Games
- Pin Ball
- Bear Traps
- Over/Under Relay Races
- Orienteering

2023-2024 Primary Physical Education Curriculum Outline

Ceravolo, Mullen, Sheridan, Wallwork

SKILLS UNIT	DATE	LESSONS
Rules/Routines/Expectations	9/7-9/15	3
Soccer	9/18-9/29	5
Fitness Testing-	10/2-10/3	1
Throwing/Catching	10/4-10/20	5
Halloween Games	10/23-10/31	3
Parachute	11/1-11/9	3
Cooperative Games	11/13-12/1	5
Gymnastics	12/4-12/15	4
Winter Games	12/18-12/22	2
Basketball	1/3-1/19	5
Floor Hockey	1/22-2/2	4
Bowling	2/5-2/16	4
Adventure Trail	2/26-3/1	2
Jump Rope/Hula Hoop	3/4-3/14	4
Kickball	3/18-3/22	2
Tee-Ball	3/25-3/28	2
Nutrition	4/9-4/19	4
Dance	4/22-5/3	4
Omnikin Ball	5/6-5/17	4
Fitness Testing	5/20-5/21	2
Field Day Practice	5/22-5/31	3
Spring Games	6/3-6/21	6

*Dates & number of lessons are subject to change

Grading:

Primary students are graded three times a year (November, March, and June). These grades are included in the students report card.

November - Grades include attitude, effort, and skill acquisition (Kicking), as well as their PACER Test score.

March - Grades include attitude, effort, and skill acquisition (Hopping, Galloping, and Skipping).

June - Grades include attitude, effort, and skill acquisition (Throwing), as well as their PACER Test score.

CANANDAIGUA ELEMENTARY SCHOOL
PHYSICAL EDUCATION Grades 3-5

Course Expectations 2023-2024

<i>SKILLS UNIT:</i>	<i>DATE:</i>	<i>LESSONS</i>
Introduction/Rules/Playground	Sept.7 -12	2
Fitness Testing	Sept. 13-14	1
Recreational Games	Sept 18-26	3
Soccer	Sept 27-Oct 6	3
Orienteering/Archery	Oct 10-20	5
Fall Games/Seasonal	Oct 26-31	2
Wrestling	Nov 1-4	2
Gymnastics/Yoga	Nov 7-15	3
Nutrition Unit/Yoga	Nov 21-22	1
Speed Stacking	Nov 28-Dec 1	3
PACER/Dance	Dec 7- 15	3
Winter/Seasonal Games	Dec 19-22	2
PACER/Hockey	Jan 3-18	4
Team Handball	Jan 19-25	2
Puberty Ed	Feb 3-6	1
Bowling	Feb 7-10	2
Fitness Fun Week	Feb 14-17	2
Basketball	Feb 27-Mar 9	4
Volleyball	March 13-23	4

Tentative Swim Dates:

- Ward: Mar 21-April 23 -- 8-9 lessons
- Sweet: April 22-May 14 -- 8-9 lessons
- Marsh: May 15-June 6 -- 8-9 lessons

Spring Units (Mar 21-June 6): Scheduled differently with PE teachers around swim dates

- Football, Baseball, Softball, Track & Field, Racquet Sports, Lac

5th Grade Field Day

June 13/ Rain Date June 17

Grading:

Elementary Students will be graded three times a year, once in November, March and June. This will be included in the school report card.

The November report card will include a behavior report along with a grade in team sports (Soccer/Football) and individual sports (Recreational Games, Orienteering, Fitness Scores).

The March report card will include a behavior report along with a grade in team sports (Hockey, Team Handball) and individual sports (Wrestling/Gymnastics/Dance).

The June Report card will include a behavior report along with a grade in team sports (Volleyball/Basketball/Softball/Lacrosse) and individual sports (Aquatics, Track & Field, Fitness Scores). Fitness scores will report student performance on assessments in the Pacer, Sit-Ups and Push-Ups.

*Please encourage your children to exercise and get involved in physical activities outside of the Physical Education setting. Exercise with them if you have the time.

Canandaigua Middle School

Physical Education

Course Outline and Expectations

Teachers & Contact Information:

- Beth Aparo - AparoB@canandaiguaschools.org - 585-396-3878
- Dave Nieman - NiemanD@canandaiguaschools.org - 585-396-3877
- Danielle Owdienko - OwdienkoD@canandaiguaschools.org - 585-396-3878
- Dale Werth - WerthD@canandaiguaschools.org - 585-396-3877

THE COURSE

PHYSICAL EDUCATION UNITS

Basketball	Football	Swimming	Wrestling
Cooperative Games	Handball	Team Games	
Dance	Project Adventure	Tennis	
Fitness Testing	Soccer	Volleyball	
Floor Hockey	Softball	Weight Training	

OBJECTIVES OF THE MIDDLE SCHOOL PHYSICAL EDUCATION PROGRAM

- To give students the opportunity to participate in a variety of team and individual sports.
- To develop self-confidence, self-respect and respect for others through sport activities.
- To develop students' appreciation of physical fitness and wellness.
- To promote sportsmanship and knowledge of how sport and physical activities relate to a healthy lifestyle.

REQUIRED COURSE MATERIALS

Students need to be prepared for class in proper clothing and sneakers as required by school policy to insure the safety of all students.

CLASSROOM POLICIES

- Students should not bring Chromebooks to locker rooms or the gym unless otherwise directed.
- Students should always respect the rights of others.
- Students should always give their best effort in class.
- Students who are not prepared for class may not be permitted to participate and will not earn points for class participation or responsibility.
- Students are always required to follow all school policies as stated in the student handbook.

- Parents of students who are in jeopardy of failing the grading period will be notified by progress reports.

COURSE ATTENDANCE POLICY

For the swimming unit ONLY, students are required to make-up missed or unexcused classes. Make-ups are offered after school during all 3 swimming sessions scheduled for the middle school. Students that are excused from class will be required to complete a worksheet during class to earn points.

GRADING POLICY

- Grades are issued 1st and 2nd quarter then averaged for a final 1st semester grade.
- Grades are issued 3rd and 4th quarter then averaged for a final 2nd semester grade.
- Students are given up to 5 daily participation points. 5 points are *only* earned when the student gives *exceptional* effort in warm-up, demonstrating the skills being taught, game play and any other part of class.
- Daily participation points are then added for a quarterly grade.

Responsibility— One point is earned when students comes to class prepared. Student enters class on time and leaves when directed and has changed into physical education attire properly. Zero points are given if a student is not prepared, is late, leaves early, does not participate or is not wearing physical education attire properly.

Class Participation— Three points are earned when student participates willingly in all aspects of physical education class with maximum effort during activities. Two points are earned when a student participates willingly in most aspects of physical education class with good effort during activities. One point is earned when a student needs to be reminded to participate in physical education class and gives minimal effort during activities. Zero Points are given if the student refuses to participate during physical education class. Female students will be allowed 1 missed swim class for menstruation with a parent note.

Behavior— One point is earned when students act safely during class while following all directions without disrupting instruction. Zero points are earned when a student does not act safely, does not follow directions, disrupts instruction during class or uses inappropriate language.

- Fitness testing score information will be sent with end of the year report cards. **STUDENTS WILL NOT BE GRADED ON FITNESS SCORES!**

CANANDAIGUA PERSONAL ELECTRONIC DEVICES POLICY

Canandaigua’s purpose is to maintain an effective teaching and learning environment for everyone. Personal electronic devices may be utilized during academic settings for approved academic use only. Personal electronic devices include, but are not limited to, cell phones, tablets, earbuds, gaming systems, etc. Academic settings refer to, but are not limited to, classrooms, clinics, resource rooms, labs, assemblies, and field trips. If not being used for teacher approved academic purposes, personal electronic devices cannot be a classroom disruption. To avoid disruptions, personal electronic devices should be silenced, set to airplane mode or turned off, and put away on a daily basis upon entering an academic setting. Smart watches may be worn and will not cause disruptions as long as the pairing device is in the proper mode. Specifics on storage locations and settings are up to teacher discretion.

Personal electronic devices are not to be seen or used during the academic setting, unless permitted for instructional purposes. This means personal electronic devices must be put away in academic settings. Students who have their personal electronic devices out may be subject to disciplinary action for the following reasons: insubordination, invading someone’s privacy, cyberbullying others, or using devices in a way that disrupts an academic setting. **Students may use their personal electronic devices appropriately before school and after school.**

If students are found in violation of this personal electronic device policy, the following will happen:

1st Violation - A warning will be given by the teacher. Teacher may reiterate the classroom policy.

2nd Violation - Student places personal electronic device in a teacher designated location and teacher will communicate home (Parent Square message, email, or call home to families).

3rd Violation - Disciplinary referral written to administration with past violations and interventions noted. Possible administrative interventions for repeat violations include:

- Students may have to turn their personal electronic device into the Main Office when they arrive at school, for certain periods, or the entire school day. They would then pick their personal electronic device up when the school day ends.
- If the parent/guardian does not consent to turning in the personal electronic device, then student will be assigned detention, extended detention, or ISS based on the level or frequency of disruption.
- Students may be referred to a class and/or recommended for professional help with their personal electronic device addiction.
- **Parents, if there is an emergency and you need to reach your student during the school day, you can call the Main Office at 585-396-3850.**

CANANDAIGUA ACADEMIC HONESTY POLICY

Cheating in school can come in many different forms:

- Copying another student's homework;
- Submitting another person's essay—or parts of another person's essay—as your own;
- Using a “cheat sheet” on a test or quiz;
- Obtaining answers for a test or quiz from a student in another class;
- Copying all or parts of an essay or project from a website;
- Purchasing a paper or other assignment from a website, another student, etc.;
- Using an online translator to complete foreign-language work;
- Copying another student's answers during a test or quiz;
- Artificial Intelligence (AI) Assisted Plagiarism;
- Other- It is your responsibility as a student to assume all assignments must be completed on your own unless your teacher indicates otherwise.

Teachers and administrators who catch students cheating will follow these procedures:

- School administration will be informed of the incident and teacher will provide evidence that a violation has occurred;
- Teacher and administrator will inform student;
- Teacher and administrator will inform parent / guardian of the violation via telephone;
- Teacher will submit a disciplinary referral as a means of documenting the violation;
- Teacher will enter a zero (0) for the assignment in the gradebook and may require the student to complete it again; if successful the grade can be reported as a 50% as the assignment's final grade.

In addition to the above, students involved in extracurricular activities--sports, plays, musicals, etc.—will receive a consequence in these activities. Please see the Extracurricular Code of Conduct for a detailed breakdown of cheating-related suspensions.

Canandaigua Academy

Physical Education

Course Outline and Expectations

Mrs. Ellis	Elliss@Canandaiguaschools.org	396-3831
Mr. Welch	Welchj@Canandaiguaschools.org	396-3830
Mrs. Myers	Myersr1@Canandaiguaschools.org	396-3831
Mr. Segbers	Segbersm@Canandaiguaschools.org	396-3830
Mr. Scheemaker	Scheemakerd@Canandaiguaschools.org	396-3827

THE COURSE

“Exercise is not Only for Physical Fitness”

- Exercise not only makes you physically stronger, it will also make you more intelligent. Physical exercise may be one of the most effective and beneficial therapies widely available to everyone to elevate memory performance and helps to boost mental processing speed, memory retention and selective attention skills.
- How exercise boosts brain power? Physical exercise has affirmative effects on brain function on multiple ends, ranging from molecular to physiological level. Physical exercise improves the heart rate by which more oxygen gets pumped to the brain.
- Exercise has the ability to reduce inflammation and insulin resistance, stimulate the release of endorphins (growth factors) - chemicals responsible for the growth, survival and health of brain cells.
- Benefits of physical fitness to the brain boost your IQ and make you think better. Exercising your body is one of the best ways to boost your IQ and preserve it through old age. Exercise boosts blood supply to the brain which helps to give it the energy to think.
- Exercise helps in clear thinking; physical fitness can improve positive self-image and boost self-esteem. Due to the development of new brain cells, it helps to improve overall brain performance and promotes higher thinking, decision making, learning, etc...
- Exercise increases the brain volume in areas involved in executive processing and also enhances phonemic skills in children with reading difficulty. Prevents cognitive decline and sharpens the memory as people age.
- Also, physical exercise protects against mild cognitive impairment by improved development and survival of neurons, production of nerve protecting compounds and decreased risk of blood vessels and heart diseases.

Canandaigua Academy Physical Education Motto

R responsibility
E exercise
S sportsmanship
P positive
E enjoyment
C cooperation
T team

CLASSROOM POLICIES

- UNPREPARED FOR CLASS:
 - Students not properly prepared for class cannot participate and will receive no credit. Students have one week in which to make-up an unprepared class.
 - Students **MUST** come to class prepared (sneakers and PE attire).
 - Every student will be issued a PE locker.
- PROPER ATTIRE:
 - Athletic Clothing: Safely constructed athletic shoes with laces are required for class. No clothing with offensive language, drug, tobacco or alcohol terms will be allowed. Tank tops, spaghetti straps, tube tops are not allowed.
 - Swimsuits must be respectable suits for girls and regular swim trunks for boys.
 - The wearing of jewelry during Physical Education class is a safety hazard.
- Physical Education Teachers reserve the right to deem any clothing disruptive to the educational process and will direct the student to rectify the situation. The showing of any type of undergarment is unacceptable and students will be asked to rectify this situation or risk losing their participation points for the class.

Refer directly to “Student Dress Code” in the student handbook

- Extra-Curricular Code of Conduct states that in order for a student to participate in after school co-curricular he/she **MUST** participate in Physical Education Class that day.
- NURSE’S PASS:
 - Notes from home or doctor should be taken to the nurse before school or before PE class. She will issue a pass for the physical education teacher. You will be responsible for all information during class along with other written assignments. These classes can be made-up per make-up policy on page 2.
 - Medical Assignments: will be issued to those students with a Doctor’s Note, which when completed will make-up for the activity missed.
 - Non-Doctor’s Notes must be made-up during a make-up class. *Be sure to request from your Doctor which activities you may participate in while on medical leave from Physical Education activity.*
 - Students with long term excuses need a doctor’s note to release them back to participate in physical education.
- C.A.P.E. WILL NOT TOLERATE THE FOLLOWING:
 - Truancy, unsportsmanlike behavior, tardiness, leaving early, theft and unprepared for class. When possible, students who are not prepared will be issued clean physical education attire from PE staff. The lack of participation or the lack of focus on the class objective will result in the student not receiving full credit for the class. The use of vulgar language will be dealt with immediately and swiftly. Harassment of any kind is unacceptable before, during or after class. We urge you to notify your PE teacher ASAP if you witness or experience any form of harassment. Those found to be harassing other students will be dealt with swiftly and immediately by the administration. “Dignity for All Students Act”, in the Student Handbook.

COURSE ATTENDANCE POLICY

- Absence Policy: The 90% Academy Attendance Policy is also in place in Physical Education. A student must not exceed 5 class absences per semester. If a student exceeds this total, no course credit will be given. **If a student is NOT present in class, this is recorded as an absence.
- Tardy Policy (Late to class/ Leaving class early):

- Students late to class without a pass will lose class points (-2 Points). A 3rd tardy, and each subsequent tardy, will result in an administrative referral. Any student leaving class early will also be subject to losing class points.
- Truancy Policy: Truancies CANNOT BE MADE-UP.
- Make up policy: A student has an opportunity to make-up class absences. Student's MUST complete class make-ups before the end of each 5 week grading block to receive grade credit. A student making up class after the 5 week block will receive only Course Absences Credit (except in extenuating circumstances). Incomplete grades will be only given in extreme circumstances. [Long term circumstances will be dealt with through a teacher/student contract].
 - Class period make-ups; periods 1-9 and after school 2:30-3:00.
- Music Lesson Policy: A student must be in class for at least 20 minutes to receive credit for PE on days when students have lessons. If they are not in class for 20 minutes they will need to make up the PE class to receive credit.
- Field Trip Policy: Students get one "freebie" per grading period for field trips that occur during their PE class.

GRADING POLICY

- Course Grading
 - Physical Education is a semester course and is graded numerically from 100% to 0%. A student will be graded by quarter utilizing the Canandaigua Academy Physical Education Rubric (0-5 Scale). A student's final semester course grade will be calculated by averaging the two quarter grades. The physical education grade is included in a student's GPA. Successful completion of 8 semesters of Physical Education is a graduation requirement. The NYS Board of Regents and the Commissioner of Education require students to pass Physical Education every semester the student is enrolled in high school.
- COURSES of STUDY:
 - Team Sports
 - Individual
 - Outdoor Education
 - Performance and Personal Fitness

CANANDAIGUA ACADEMY PERSONAL ELECTRONIC DEVICES POLICY

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If students are found in violation of this personal electronic device policy, the following will happen:

1st Violation - A warning will be given by the teacher. Teachers may reiterate the classroom policy.

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- If the parent/guardian does not consent to turning in the personal electronic device, then student will be assigned detention, extended detention, or ISS based on the level or frequency of disruption.
- Students may be referred to a class and/or recommended for professional help with their personal electronic device addiction.
- **Parents, if there is an emergency and you need to reach your student during the school day, you can call the Main Office at 585-396-3803.**

CANANDAIGUA ACADEMY ACADEMIC HONESTY POLICY

Cheating in school can come in many different forms:

- Copying another student's homework;
- Submitting another person's essay—or parts of another person's essay—as your own;
- Using a “cheat sheet” on a test or quiz;
- Obtaining answers for a test or quiz from a student in another class;
- Copying all or parts of an essay or project from a website;
- Purchasing a paper or other assignment from a website, another student, etc.;
- Using an online translator to complete foreign-language work;
- Copying another student's answers during a test or quiz;
- Artificial Intelligence (AI) Assisted Plagiarism;
- Other- It is your responsibility as a student to assume all assignments must be completed on your own unless your teacher indicates otherwise.

Teachers and administrators who catch students cheating will follow these procedures:

- School administration will be informed of the incident and teacher will provide evidence that a violation has occurred;
- Teacher and administrator will inform student;
- Teacher and administrator will inform parent / guardian of the violation via telephone;
- Teacher will submit a disciplinary referral as a means of documenting the violation;
- Teacher will assign a zero (0) for the assignment and may require the student to complete it again; however, the zero will remain as the assignment's final grade.

In addition to the above, students involved in extracurricular activities--sports, plays, musicals, etc.—will receive a consequence in these activities. Please see the Extracurricular Code of Conduct for a detailed breakdown of cheating-related suspensions.

Canandaigua City School District

Aquatics Program

2023-2024

"Aquatic Recreation and Safety for a Lifetime"

Dear Parents,

As part of the Canandaigua City School District's Physical Education Program, all students' grades 3 through 12 receive aquatic instruction each year. With the increased availability of leisure time in our society and the community's proximity to lakes as well as other aquatic recreation venues, as a district and department, we feel it is crucial that our students leave our district equipped to actively engage in a variety of aquatic activities with confidence, enjoyably and safely. In addition, each student should be able to respond appropriately to aquatic emergency situations involving themselves or others. The specific objectives of the Canandaigua City School District Aquatic Program are outlined below.

Objectives of the Aquatics Program

Upon graduation from the Canandaigua City School District each student will have achieved the following competencies:

1. Swim three minutes continuously.
2. Tread water and/or survival float on his/her front or back for five minutes.
3. Demonstrate knowledge and skill in a variety of water safety areas. For example, emergency response, personal survival skills, rescues, hands only CPR, and the use of specialized equipment.
4. Demonstrate knowledge and skill in a variety of lifetime aquatic fitness and recreational activities. A few examples of these activities are as follows, water polo, snorkeling, water aerobics, competitive swim strokes, and diving.

The Canandaigua City School District Aquatics Program has been developed to help your child/children reach these objectives. Their regular participation is essential to this process. While most students are excited about swimming class and look forward to attending, occasionally, we have students who do not want to swim due to a variety of reasons. We understand that there are many barriers to participation, and we plan to work with each student to remedy these types of issues. Feel free to email me directly with concerns or issues and we will come up with a plan to meet your child's/children's needs. The degree to which we are successful will depend on how well we work together.

Thank you.
Sincerely,

E. Dylan Scheemaker
Director of Aquatics

scheemakere@canandaiquaschools.org

(585)396-3827

CANANDAIGUA PRIMARY (K-2) RUBRIC

Locomotion Rubric

Skill	1	2	3
Hopping	The student is able to jump off of only 2 feet and often does not land with knees bent.	The student can jump off of 1 or 2 feet and land with knees bent.	The student can jump off of 1 or 2 feet, land with knees bent, and perform several jumps in a row with correct form.
Galloping	The student does not keep 1 foot in front of the other while moving.	The student can keep 1 foot in front of the other while moving.	The student can keep 1 foot in front of the other with a rhythmic movement.
Skipping	The student is not able to drive alternating knees in the air while moving.	The student is able to drive alternating knees in the air while moving.	The student is able to drive alternate knees in the air while moving and their arms are rotating against their knees.

Throwing Rubric

Grade	1	2	3
K	The student does not step with opposition when attempting to throw a ball.	The student steps with opposition when throwing a ball.	The student steps with opposition when throwing a ball and demonstrates all 3 cues (Twist, Step, Throw).
1	The student does not step with opposition while attempting to throw a ball and does not know the 3 cues (Twist, Step, Throw).	The student steps with opposition and demonstrates all 3 cues (Twist, Step, Throw).	The student stands sideways to their target, steps with opposition and transfers weight. Demonstrates all 3 cues (Twist, Step, Throw).
2	The student does not step with opposition while attempting to throw a ball and does not know the 3 cues (Twist, Step, Throw).	The student stands sideways to their target, steps with opposite foot, and transfers weight. Demonstrates all 3 cues (Twist, Step, Throw).	The student stands sideways to their target, steps with opposite foot, transfers weight. They demonstrate all 3 cues (Twist, Step, Throw).and are able to hit a desired target.

Kicking Rubric

Grade	1	2	3
K	The student does not step with opposition when attempting to kick an object.	The student steps with opposition when attempting to kick an object.	The student steps with opposition and can kick a stationary object.
1	The student does not step with opposition and/or cannot kick a stationary object.	The student steps with opposition and can kick a stationary target.	The student steps with opposition and can kick a moving target.
2	The student does not step with opposition and/or cannot kick a moving object.	The student steps with opposition and can kick a moving target.	The student steps with opposition and can run up to a moving target and make contact.

Behavior Rubric

	1	2	3
Effort	Participates only if he/she enjoys the activity. Rarely attempts to learn new skills. Does not demonstrate listening skills and struggles to follow directions.	Gives his/her very good effort even if he/she doesn't enjoy the activity. Attempts to learn the necessary skills. The student demonstrates listening skills and follows directions most of the time.	Consistent in giving best efforts. Strives to improve on learned skills. The student always demonstrates listening skills and follows directions.
Attitude	Has neutral attitude or disturbs the harmony of the group. Typically, disruptive and is generally uninvolved. Demonstrates poor sportsmanship.	Demonstrates a positive attitude and is usually attentive. Almost always demonstrates good sportsmanship.	Leads others to improve. Always demonstrates an extremely positive attitude and is a role model. Always demonstrates good sportsmanship.

CANANDAIGUA ELEMENTARY (3-5) RUBRIC

Team/Individual Sports Rubric

Grades	1 Developing	2 Meeting Expectations	3 Surpassing Expectations
3 rd , 4 th , 5 th	Skills are weak and need improvement. Student is unsure of proper techniques but is sometimes successful in executing them. Knows and tries to follow some rules of the game.	Skills are adequate. Mostly uses proper techniques and is usually successful in executing them. Knows and tries to follow most rules of the game.	Skills are superior. Uses proper techniques and is successful in executing them. Knows and always follows the rules of the game.

Dance/Rhythmic Movements Rubric

Grades	1 Developing	2 Meeting Expectations	3 Surpassing Expectations
3 rd , 4 th , 5 th	Student does not quite have the movements coordinated with the beats of the dance and makes frequent mistakes.	Student is able to follow and move to the beats of the dance consistently with only one or two mistakes.	Student is able to dance proficiently with the correct beat and rhythm to the music for the entire dance.

Cooperative Games Rubric

Grades	1 Developing	2 Meeting Expectations	3 Surpassing Expectations
3 rd , 4 th , 5 th	The student does not cooperate well with others. Sometimes puts individual desires and needs ahead of the group's needs.	The student works well with the group most of the time. Provides group with ideas and is accepting of others ideas.	The student is a leader and puts the needs of the group ahead of own personal needs.

Aquatics Rubric

Grades	1 Developing	2 Meeting Expectations	3 Surpassing Expectations
3 rd , 4 th , 5 th	The student is fearful of the water. Skills are weak and unsure of proper technique. Usually unsuccessful progressing through the water. Cannot do rhythmic breathing.	The student is not fearful of the water and skills are adequate. Tries to use proper techniques and is often successful in executing them. Progresses through the water without fear. Beginning rhythmic breathing.	The student's skills are generally good. Frequently uses proper techniques and is successful in executing them. Progresses through the water with ease. Is mastering rhythmic breathing.

Gymnastics Rubric

Grades	1 Developing	2 Meeting Expectations	3 Surpassing Expectations
3 rd , 4 th , 5 th	The student struggles with basic movement concepts and provides little or no effort to try and improve.	The student demonstrates a good knowledge of the skills and is able to perform skills most of the time.	The student demonstrates excellent technique and flexibility in completing various skills.

Behavior Rubric

	1	2	3
Effort	Participates only if he/she enjoys the activity. Rarely attempts to learn new skills. Does not demonstrate listening skills and struggles to follow directions.	Gives his/her very good effort even if he/she doesn't enjoy the activity. Attempts to learn the necessary skills. The student demonstrates listening skills and follows directions most of the time.	Consistent in giving best efforts. Strives to improve on learned skills. The student always demonstrates listening skills and follows directions.
Attitude	Has neutral attitude or disturbs the harmony of the group. Typically, disruptive and is generally uninvolved. Demonstrates poor sportsmanship.	Demonstrates a positive attitude and is usually attentive. Almost always demonstrates good sportsmanship.	Leads others to improve. Always demonstrates an extremely positive attitude and is a role model. Always demonstrates good sportsmanship.

**Canandaigua City School District
3-5 Physical Education Behavior Rubrics**

Canandaigua Academy & Middle School Rubric

RESPONSIBILITY = Enters & leaves on time.
Changes into PE attire.

BEHAVIOR = Acts safely & follows all instruction.

POOR

PARTICIPATION = Minimal effort.

GOOD

PARTICIPATION = Good effort.

MAXIMUM

PARTICIPATION = Maximum effort.
Utilizes instructed techniques.

Canandaigua Primary School

Physical Education Grades K-2

TEACHING SCHEDULE

2023-2024

Monday & Wednesday

Period	Time	Mullen	Ceravolo	Wallwork	Sheridan
1	9:15-10:00	Pawlak/Fraser	Miller	Consaul	March
2	10:05 - 10:50	Damiano/Fikes	S. Sabin	Ky. Hart	LUNCH
3	10:55- 11:40	McElligott/Mathers	LUNCH	Piper/Glover	Bates/Amberg
4	11:45 - 12:30	Wells	Baccari	LUNCH	Richardson
5	12:35-1:20	LUNCH	Lupton	LTS M. Smith	Erhardt
6	1:25-2:10	CACC	Phillips 12:1:1	Coles-Lloyd 8:1:1	Hopkins
7	2:15-3:00	CACC	LTS Magierski	S. Scott	OFF

Tuesday & Thursday

Period	Time	Mullen	Ceravolo	Wallwork	Sheridan
1	9:15-10:00	Dziubek	Ka. Hart	Genecco	Beaudoin
2	10:05 - 10:50	GB/Smith	Wood	Clingersmith	LUNCH
3	10:55- 11:40	Steve	LUNCH	Avery	JM Smith
4	11:45 - 12:30	Thomas	Kanaley	LUNCH	Natale
5	12:35-1:20	LUNCH	LaFave	Scheemaker/Werth	Castellon
6	1:25-2:10	CACC	LaShomb/Graham	Madia	Doud 12:1:1
7	2:15-3:00	CACC	Jenkins	Bickel/Benoit	Dobies

*Fridays are on a rotation so that every class gets a 3rd day of PE in a week every other quarter.

Canandaigua Elementary School

Physical Education Grades 3-5

TEACHING SCHEDULE

2023-2024

Monday & Wednesday

Period	Time	Ward	Marsh	Sweet
1	9:15-10:00	Vassello/Peterson	Zacharias	K. McCarthy
2	10:05 - 10:50	Close	Gleason	Casper/Deane
3	10:55- 11:40	Benza 12:1:1	Massey/Marren	M. McCarthy
4	11:45 - 12:30	LUNCH	Will A.	LUNCH
5	12:35-1:20	Rose/Smith	LUNCH	Sossong/Arist
6	1:25-2:10	Carson	Mast 8:1:1	O'Reilly
7	2:15-3:00	Jimenez/Jensen	Blazey	Harris

Tuesday & Thursday

Period	Time	Ward	Marsh	Sweet
1	9:15-10:00	Hawkins	Bills/Preston	Gross/Peterson
2	10:05 - 10:50	LTS	Clement	LTS
3	10:55- 11:40	Camp 12;1:1	Ieda/Marren	Polimeni
4	11:45 - 12:30	LUNCH	Consaul/Lawrence	Thompson/Lawrence
5	12:35-1:20	Parker/Smith	Sproule/Arist	LUNCH
6	1:25-2:10	Tyler	LUNCH	Cosquer
7	2:15-3:00	Belles	Lloyd/Daul	Hoyt/Fox

*Fridays are on a rotation so that every class gets a 3rd day of PE in a week every other quarter.

Canandaigua Middle School
Physical Education Grades 6-8

TEACHING SCHEDULE

2023-2024

A DAY

Period	Time	Aparo	Owdienko	Nieman	Werth
Advisory	7:30- 7:45	Gym M/W/F	Gym M/W/F	Gym M/W/F	Gym M/W/F
1	7:49-8:29	OFF	7/8 th Grade	7/8 th Grade	OFF
2	8:33-9:13	OFF	7/8 th Grade	7/8 th Grade	7/8 th Grade
3	9:17-9:57	OFF	OFF	OFF	OFF
4	10:01- 10:41	6 th Grade	6 th Grade	6 th Grade	6 th Grade
5	10:45-11:25	OFF	7/8 th Grade	7/8 th Grade	7/8 th Grade
6	11:29 - 12:09	Lunch	Lunch	Lunch	Lunch
7	12:03 - 12:43	OFF	7 th Grade	7 th Grade	7 th Grade
8	12:47-1:27	6 th Modified	6 th Grade	6 th Grade	Travel
9	1:31-2:11	OFF	OFF	OFF	Red House

*The Aquatics schedule is determined by which teacher is assigned in the pool throughout the year.

B DAY

Period	Time	Aparo	Owdienko	Nieman	Werth
Advisory	7:30-7:45	Gym M/W/F	Gym M/W/F	Gym M/W/F	Gym M/W/F
1	7:49-8:29	OFF	7/8 th Grade	7/8 th Grade	7/8 th Grade
2	8:33-9:13	7/8 th Modified	7/8 th Grade	7/8 th Grade	7/8 th Grade
3	9:17 - 9:57	OFF	OFF	OFF	OFF
4	10:01 - 10:41	APE	6 th Grade	6 th Grade	6 th Grade
5	10:45 - 11:25	7/8 th Modified	7/8 th Grade	Duty	7/8 th Grade
6	11:29-12:09	Lunch	Lunch	Lunch	Lunch
7	12:03 - 12:43	OFF	Duty	7 th Grade	7 th Grade
8	12:47-1:27	6 th Grade	6 th Grade	6 th Grade	6 th Grade
9	1:31-2:11	OFF	OFF	OFF	OFF

*The Aquatics schedule is determined by which teacher is assigned in the pool throughout the year.

Canandaigua Academy
Physical Education Grades 9-12

TEACHING SCHEDULE

2023-2024

A Day

Period	Time	Northrup	Welch	Segbers	Ellis	Scheemaker
1	7:35 - 8:17	OFF	9/10	9/10 APE	9/10	Aquatics
2	8:21 - 9:02	9/10	OFF	9/10	9/10	Aquatics
3	9:06 - 9:47	9/10	9/10	OFF	OFF	Aquatics
4	9:51 - 10:39	9/10	9/10	OFF	9/10	Aquatics
5	10:43 - 11:24	OFF	OFF	9/10	9/10	Lunch
6	11:28 - 12:09	9/10	LUNCH	9/10	Lunch	Aquatics
7	12:13 - 12:54	LUNCH	9/10	LUNCH	9/10	Aquatics
8	12:58 - 1:39	9/10	9/10	9/10	OFF	Aquatics
9	1:43 - 2:24	9/10	OFF	9/10	9/10	Aquatics
Activity	2:28 - 3:00					

*The Aquatics schedule is determined by which teacher is assigned in the pool throughout the year.

B Day

Period	Time	Northrup	Welch	Segbers	Ellis	Scheemaker
1	7:35 - 8:17	Individual/Dual	Performance/ Personal Fitness	OFF	11/12 APE	Aquatics
2	8:21 - 9:02	OFF	OFF	Team Games	Team Games	Aquatics
3	9:06 - 9:47	Performance/ Personal Fitness	OFF	Team Games	OFF	Aquatics
4	9:51 - 10:39	Individual/Dual	Performance/ Personal Fitness	OFF	Team Games	Aquatics
5	10:43 - 11:24	Individual/Dual	Performance/ Personal Fitness	Team Games	OFF	Aquatics
6	11:28 - 12:09	LUNCH	LUNCH	Team Games	Team Games	Lunch
7	12:13 - 12:54	Individual/Dual	Performance/ Personal Fitness	OFF	Team Games	Aquatics
8	12:58 - 1:39	OFF	Outdoor Ed	Performance/ Personal Fitness	Team Games	Aquatics
9	1:43 - 2:24	Individual/Dual	Performance/ Personal Fitness	Team Games	OFF	Aquatics
Activity	2:28 - 3:00					

*The Aquatics schedule is determined by which teacher is assigned in the pool throughout the year.

**Canandaigua City School District Physical
Education**

**Staff Certifications
2023-2024**

Aparo	Beth	Professional	Lifeguard, First Aid, CPR, AED
Ceravolo	Colton	Initial	Lifeguard, First Aid, CPR, AED
Ellis	Sue	Permanent	Lifeguard, First Aid, CPR, AED
Marsh	Daina	Professional	Lifeguard, First Aid, CPR, AED
Mullen	Eric	Professional	Lifeguard, First Aid, CPR, AED
Myers	Rachael	Initial	Lifeguard, First Aid, CPR, AED
Nieman	Dave	Permanent	Lifeguard, First Aid, CPR, AED
Owdienko	Danielle	Permanent	Lifeguard, First Aid, CPR, AED
Scheemaker	Dylan	Professional	Lifeguard, First Aid, CPR, AED
Segbers	Mitch	Initial	Lifeguard, First Aid, CPR, AED
Sheridan	Patrick	Initial	Lifeguard, First Aid, CPR, AED
Sweet	Adam	Initial	Lifeguard, First Aid, CPR, AED
Wallwork	Jack	Initial	Lifeguard, First Aid, CPR, AED
Ward	Eric	Permanent	Lifeguard, First Aid, CPR, AED
Welch	Jeff	Professional	Lifeguard, First Aid, CPR, AED
Werth	Dale	Permanent	Lifeguard, First Aid, CPR, AED



CANANDAIGUA CITY SCHOOL DISTRICT
Office of Special Programs
Adapted PE Protocol

Adapted physical education in New York State is a specially designed program of developmental activities, games, sports, and rhythms suited to the interests, capabilities and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program. The safety of students must be considered when planning and implementing APE programs. Adapted physical education may be supplemented by related services, intramural sports, athletics, or other experiences that are not primarily instructed. However, these services cannot be provided in place of an adapted physical education program.

Federal Law

Federal Law (PL94-142, PL 101-476, PL 105-17) mandates that physical education be provided to students with disabilities and defines physical education as the development of:

- Physical and motor skills
- Fundamental motor skills and patterns (throwing, catching, walking, running, etc...)
- Skills in aquatics, dance and individual and group games and sports (including

intramural and lifetime sports)

The Individuals with Disabilities Education Act requires special education, including instruction in physical education, be provided at no cost to parents.

Types of APE Services

All students should participate in physical education in their least restrictive environment. **Least Restrictive Environment (LRE)** is the requirement in federal law that students with disabilities receive their education, to the maximum extent appropriate, with nondisabled peers and that special education students are not removed from regular classes unless, even with supplemental aids and services, education in regular classes cannot be achieved satisfactorily.

The information that needs to be included in the individualized education program (IEP) depends on the physical education needs of the individual and the type of physical education program that is to be provided. The following descriptions are examples of physical education programs that may be seen on an IEP.

1. **Regular physical education.** If students with disabilities are enrolled in a regular physical education program, it should be noted on the IEP.

- For Example:
 - Student may have an IEP, but does not require any accommodations for PE class. No needs in this area to be addressed at this time.

2. **Regular physical education with accommodations for special equipment and/or adaptive devices.**

- For Example:
 - Student should be in regular PE but have an accommodation of not requiring the student to change.
 - Student pushed into a regular class, with no aide required. Consideration must be made for size of students in the class and makeup of the students in the class.
 - Student pushed into a regular class, and requiring an aide be present. Aide needs to stay in classroom with student due to a medical need but, not provide support in class activities. Consideration must be made for size of students in the class and makeup of the students in the class.
 - Student pushed into a regular class, and requiring an aide be present. Aide needs to stay with student to provide support in class activities. Or if a problem arises, removing them from the gym. Consideration must be made for size of students in the class and makeup of the students in the class.

3. **Adapted physical education.**

- For Example:
 - Student needs to be pulled out from regular class and do activities in an alternate location. Consideration must be made for size of students in class and makeup of the students in the class.

New Student Referral Procedures for Adapted Services

1. Physical Education teacher is responsible for contacting the Office of Special Programs to request **Consent for Evaluation** when a student requiring APE Services is identified.
2. The Office of Special Programs will send a **Consent for Evaluation** to the parent. Consent must be obtained before the evaluation by the Physical Education teacher.
3. Students will then be evaluated by physical education teacher using the **Adapted Physical Education - Referral Form** and then it will be sent to the Office of Special Programs.
4. The final approval of APE services takes place at a Committee on Special Education (CSE) meeting. The Physical Education teacher should attend CSE meeting to discuss their evaluation findings and recommendation.
5. Addendums for mid-year changes are possible. If mid-year changes are needed it is the Physical Education teacher's responsibility to contact the IEP-responsible teacher (case manager).

Annual Review Summary

1. **Adapted Physical Education – Notification Form – Used For Current APE Student** must be completed and submitted to the student's IEP-responsible teacher (case manager) two weeks prior to the student's CSE meeting.
2. IEP-responsible teacher (case manager) is responsible to notify said students' Physical Education teacher of CSE meeting date.
3. Form will be used for the evaluation of progress towards physical education goals. Adjustments will be made to IEP in regards to APE placement and goals as needed.



**Canandaigua City School District
Adapted Physical Education - Referral Form**

Student's Name _____

Date of Birth _____

Observation

Rate each item based on how the child compares to other children in his/her physical education class.

Physical Fitness	Adequate	Needs Improvement	Significantly Inadequate	Not Observed
Performs activities that require upper body strength (e.g., pushups, throwing, chest pass)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performs activities that require lower body strength (e.g., running, hopping, kicking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performs activities that require flexibility (e.g., stretching, bending, tumbling)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performs activities that require endurance (e.g., mile run, games that involve endurance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Body composition (e.g., child's weight and general appearance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Gross Motor Skills	Adequate	Needs Improvement	Significantly Inadequate	Not Observed
Performs non-locomotor skills (e.g., twisting, turning, balance, bending)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Moving safely around environment (e.g., dodging, space awareness; directions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses physical education equipment (e.g., balls, bats, scooters)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performs locomotor skills (e.g., running, jumping, galloping, hopping, skipping)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performs manipulative skills (e.g., throwing, catching, kicking, striking)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dance skills (e.g., rhythm, patterns, creative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plays low organized games (e.g., relays, tag, teacher-made games)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports skills (e.g., throwing in softball, kicking in soccer, volleyball serve, hitting a tennis ball)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plays organized sports (e.g., basketball, soccer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Behavior, Cognitive Abilities, and Social Skills in Physical Education

Transition to and from Physical Education	Adequate	Needs Improvement	Significantly Inadequate	Not Observed
Enters without interruption	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sits in assigned area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stops playing with equipment when asked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lines up to leave when asked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Responding to Teacher	Adequate	Needs Improvement	Significantly Inadequate	Not Observed
Remains quiet when teacher is talking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows directions in a timely manner – warmup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows directions in a timely manner – skill focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows directions in a timely manner - game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts feedback from teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses positive or appropriate language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Relating to Peers and Equipment	Adequate	Needs Improvement	Significantly Inadequate	Not Observed
Works cooperatively with a partner when asked (e.g., shares, take turns)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works cooperatively as a member of a group when asked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses positive or appropriate comments to peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Seeks social interactions with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays sportsmanship by avoiding conflict with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses equipment appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Effort and Self-Acceptance	Adequate	Needs Improvement	Significantly Inadequate	Not Observed
Quickly begins the activity once instructed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continues to participate independently throughout activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapts to new tasks and changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strives to succeed and is motivated to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts his/her own skill whether successful or improving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Cognitive Abilities	Adequate	Needs Improvement	Significantly Inadequate	Not Observed
Understands non-verbal directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands verbal directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Processes multi-step cues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attends to instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Physical Fitness Testing

Test	Student Data	Age Norm
Pacer Test		
Curl-up Test		
Push-up Test		

Accommodations used by Physical Education Teacher:

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Recommendation of APE Services:

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Physical Education Goals:

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Person Completing Form

Title

Date

Adapted Physical Education (APE) is physical education that is modified to meet the unique needs of a child who has motor, social, and/or developmental delays. In most Adapted Physical Education situations, the student works in a general physical education class as often as possible with the help of an APE teacher to differentiate instruction. Overall, our goal is to provide a safe environment that meets the individual needs and abilities of our students while cultivating self-esteem and self-confidence.

SUBMIT TO THE OFFICE OF SPECIAL PROGRAMS
Canandaigua City School District
Adapted Physical Education – Notification Form
Used for Current APE Students

Student's Name

Date of Birth

Current Classroom Program

Grade

Background Information:

Progress on Current Physical Education Goals:

Recommendation of APE Services for the Next School Year:

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Person Completing Form

Title

Date

SUBMIT TO STUDENT'S IEP-RESPONSIBLE TEACHER (Case Manager)

Canandaigua Braves

Interscholastic Athletic Program

Our Mission Statement

The mission of the Canandaigua City School District's Interscholastic Athletic Department is to promote excellence in athletics as an integral part of our educational mission, creating a positive, balanced, atmosphere of sportsmanship, character, discipline, perseverance, team spirit and fun for students, coaches and our community.

Program Philosophy

The athletic program is an integral part of the overall educational program in the Canandaigua City School District. The program promotes a desire in our student body and community to take an active part in our sports program either as participants or spectators. The aim of the program is to develop highly competitive athletes, but not to lose sight of educational values such as sportsmanship, health, scholastic attainment, etc. The program is to occupy a position in the curriculum comparable to other subjects or activities and to aid in promoting school pride.

Modified Athletes

This program is available for those students in grade 7-8 or in some cases grade 9 who seek an interscholastic experience. At this level the focus is on learning athletic skills, participation, game rules, fundamentals of team play and socio-emotional growth. Squad size at the modified level is a complex issue. The district and athletic department have worked very hard to minimize any team reductions. However, the reality is that in some team sports a reduction in numbers may be necessary to provide a meaningful, positive, and safe athletic experience.

Junior Varsity Athletics

The Junior Varsity level is intended for those students who display the potential for continued development into varsity level performers. Junior Varsity teams are usually comprised of freshman and sophomores, unless a team dedicated to freshman is offered, in which case the JV team would be comprised predominately of sophomores. In some instances, a junior may be permitted to participate at the JV level.

Squad sizes may vary dependent upon the program. Therefore, cuts may take place. While it is the philosophy of the school to promote broad participation, the reality is that some sports can only provide a quality, safe experience with squad size limitations. At this level, athletes are expected to have visibly committed themselves to the program, the team and to continued self-

development. Accordingly, increased emphasis is placed on physical conditioning, refinement of skills and developing understanding of strategies associated with the sport. Junior Varsity programs work toward achieving a balance between individual player developments and striving for team victory. The final outcome of a contest is a consideration.

The understanding that practice sessions are critical to individual as well as team success needs to be demonstrated. A specified amount of game playing time is never guaranteed. Participants at this level are preparing themselves for the heavy demands of varsity sports. While practices and contests are rarely conducted on holidays or Sundays, practices are sometimes scheduled during school vacation periods. With the goal of becoming a varsity athlete clearly in sight, a high level of commitment is expected at the Junior Varsity level.

Varsity Athletics

Varsity level competition is the culmination of each sports program. Normally, a squad is comprised of junior and senior athletes. Occasionally a sophomore, and infrequently a freshman, may be included on the team, providing evidence of advanced levels of physical development; athletic skills and appropriate socio-emotional development are demonstrated. It is possible, but rare, for a middle school student to be included on a varsity roster. Such placement through the Athletic Assessment Process would most likely occur in sports classified as "individual" such as track, wrestling, golf, swimming, tennis, etc.

Squad size at the Varsity level may be limited depending upon the sport. The number of participants on any given team is a function of the number needed to conduct effective and meaningful practices as well as to adequately meet the strategic requirements for successfully playing in athletic contests. It is important that each squad member recognize and accept the role that they will serve on the team. The number of roster positions is relative to the student's acceptance of their individual roles in pursuit of the team goals. While contest participation over the course of a season is desirable, a specific amount of playing time at the Varsity level is never guaranteed. It is important that both students and parents understand this aspect of varsity competition.

A positive attitude and an advanced level of skill are prerequisites in order to win a roster spot on a Varsity team. There must also be a realization that Varsity athletics requires a major time commitment. In most sports, a six-day per week regime may be required. This commitment is often extended into vacation periods for all sport seasons.

The Varsity coach is the instructional leader for the entire sport program and determines the system or instruction and strategy for that program. The communication among the modified, junior varsity and varsity programs is the responsibility of the Varsity coach. Preparing to compete at a high level, striving for victory in each contest and working to reach the group's and individual's maximum potential should be the goals of a Varsity team.

Canandaigua City School District

Academic Eligibility Policy

General

The primary mission of the school district is the development of academic skills: In supporting this mission all students are required to demonstrate acceptable levels of academic progress throughout the duration of the Extra-Curricular Activity in which they participate.

The District desires to maximize the educational success and the character development of all students and to prepare them to become contributing, productive citizens. The Extra-Curricular Code of Conduct, and the academic eligibility policy in particular support this mission. The primary goal of this academic eligibility policy is to identify academic problems as early as possible and encourage students to take advantage of extra help opportunities.

Academic Eligibility for students participating in Extra-Curricular Activities will be reviewed periodically. Academic eligibility should be reviewed approximately every two (2) weeks as determined by the District for purposes of this Academic Eligibility Policy. A student's grade in each particular course shall be reviewed and monitored.

Academic Eligibility Categories

Parents, students, advisers and coaches will be notified of a student's ineligibility. Students will be declared ineligible effective on a Monday and remain ineligible for two weeks. A student will remain ineligible if satisfactory academic levels are not achieved at the conclusion of the two-week period. The procedure will be repeated every two weeks during the school year.

Canandaigua City School District Extra-Curricular Code of Conduct

I. Introduction

The Canandaigua City School District recognizes the importance of student participation in Extra-Curricular activities, including the interscholastic athletic experience, in the total development of the student. The District supports Extra-curricular activities, which provide a unique experience where students can develop:

Good Character Self-Discipline Teamwork Goal Setting Social Skills

The District also supports the idea that student participation in Extra-Curricular activities is a privilege, not a right. The privilege is earned by being a good student and a good citizen. It is an honor which carries responsibilities.

When a student accepts the privilege, he/she must live up to a code of conduct beyond that of the general student body, both on and off school property, both during the season and off-season. This includes the responsibility to adhere to both the Student Code of Conduct as well as this Extra-Curricular Code of Conduct. Since Extra-Curricular activities are optional, those who choose to participate in them will be held to a higher standard in terms of their behavior and their performance in the classroom.

Extra-Curricular activities are defined as those activities that are District-sponsored, but are not curricular or co-curricular activities. Co-Curricular activities are part of the school program outside of the normal school day, such as participation in concerts for a credit-bearing music course. This Extra-Curricular Code of Conduct shall apply to all Extra-Curricular activities that generally meet at least one (1) time per week. Examples of Extra-Curricular activities to which this Extra-Curricular Code of Conduct apply at the High School include, but may not be limited to: athletics; student government; robotics; student play, student musical, pit band and production crew; jazz choir; madrigal choir; The Sound, School Store; FBLA. This Extra-Curricular Code shall apply to the Middle School play/musical, athletics, production crew, jazz band, fiddle club, girls' chorale and middlemen, but shall not apply to the Middle School "Hobbies for Life" program. This Extra-Curricular Code shall not apply at the Elementary School level.

It is the policy of the District that all students participating in Extra-Curricular activities are required to abide by the same eligibility guidelines and disciplinary regulations as students participating in athletics. The establishment of this Extra-Curricular Code of Conduct is a reflection of the District's concern for the safety, well-being, and conduct of its students. The rules and regulations that are contained in this Extra-Curricular Code of Conduct are in the students, parents'/guardians' and District's best interests. When there is a question regarding a student's eligibility to participate in an extracurricular activity, the Advisor/Coach and Administrator will meet.

II. Rules

A. Applicability

The Extra-Curricular Code of Conduct is applicable during the entire school year, which is from July 1 through June 30th. Any action deemed to be a serious breach of citizenship over the summer recess may result in disciplinary action, and penalty will be administered during the academic year. The Extra-Curricular activity advisor or coach will submit an active roster to the principal or his/her designee so that the student record for daily attendance, academic performance and any potential rules violations may be monitored.

B. Enforcement

The existence of this Extra-Curricular Code of Conduct necessarily carries the responsibility and requirement of enforcement. Enforcement requires cooperation between the student, the parents/guardians and the District. The District believes that all parties can work together to reduce the serious risks associated with reckless behavior. This Extra-Curricular Code of Conduct exists in order to ensure that all parties are aware of prohibited behavior and the possible consequences for engaging in prohibited behavior.

C. Student Contract

As a pre-requisite for participation in Extra-Curricular activities, students and parents/guardians must sign a statement that commits the student to follow the established rules, and requires parents/guardians to do everything in their power to make sure their student abides by the Student Code of Conduct and this Extra-Curricular Code of Conduct. Each year students will be required to sign a contract regardless if they had signed one in the previous year. A student who only intends to play a spring sport is still under training rules guidelines in the fall, even if that student does not have a signed contract on file. Although students will be required to sign each year as a reminder of the contract's key components, once signed, a contract will be in effect for the duration of the student's time with the District. An overview of the Extra-Curricular Code of Conduct will be made available to students in their student handbook. A record that the student signed the contract will be on file with the District. At the beginning of the Extra-Curricular activity, at a required meeting of students with the applicable coach or advisor, this Extracurricular Code of Conduct will be reviewed. Those students who have not yet signed the contract may be required to do so at that time, but no later than the fifth day of participation. In the event that a student fails or refuses to submit the signed contract on or before the fifth day, that student shall be prohibited from participating until the signed contract is submitted

D. School Requirements

Attendance- In accordance with Board Policy, students who are absent for at least fifty percent (50%) of any given school day (11:00am) are not eligible to participate in Extra-Curricular activities for that day. Exceptions may be considered for unusual circumstances by the Principal or his/her designee. A pattern of poor attendance constituting more than ten percent (10%) absence will be reviewed by the building principal and can result in revocation of Extra-Curricular privileges.

Truancies - In accordance with Board Policy, a student who is truant for any part of the school day may not participate in Extra-Curricular activities for that day.

Physical Education Participation - All athletes must participate in Physical Education class to be eligible for practice or competition. Failure to participate may jeopardize student athlete's participation. Student athletes should consult the coach and/or the physical education teacher with any concerns.

E. Quitting or Changing an Extra-Curricular Activity

It is important that the students participate consistently in an Extra-Curricular program. Students who decide to leave an activity within the first 10 sessions may do so by personally notifying the coach or advisor of the decision to leave the activity. Any student who quits an activity after the 10-session period and does not obtain a release from the coach or activity advisor may be subject to Extra-Curricular Code of Conduct penalties for the next activity in which they participate.

F. Family Vacations

It is expected that the student will attend all practices, games, activity meetings and/or events, as applicable. Parents are encouraged to consider this when planning family vacations. Students that miss practices, games, activity meetings and/or events for any reason place themselves and their fellow participants at a disadvantage. Although there are no penalties for missing practices, games, activity meetings and/or events due to a family vacation, the lack of attendance may affect the student's status in the activity. To minimize miscommunication, it is recommended that the student athlete and/or parents contact their child's head coach or advisor as soon as they become aware of a potential conflict.

III. Academic Eligibility Policy

A. General

The primary mission of the school district is the development of academic skills: In supporting this mission, all students are required to demonstrate acceptable levels of academic progress throughout the duration of the Extra-Curricular Activity in which they participate.

The District desires to maximize the educational success and the character development of all students and to prepare them to become contributing, productive citizens. The Extra-Curricular Code of Conduct, and the academic eligibility policy in particular, support this mission. The primary goal of this academic eligibility policy is to identify academic problems as early as possible and encourage students to take advantage of extra help opportunities.

Academic Eligibility for students participating in Extra-Curricular Activities will be reviewed periodically. Academic eligibility should be reviewed approximately every two (2) weeks, as determined by the District. For purposes of this Academic Eligibility Policy, a student's grade in each particular course shall be reviewed and monitored. A student's eligibility status only changes at the completion of the two-week reporting period unless there was a grade reporting error.

B. Academic Eligibility Categories

Parents, students, advisors and coaches will be notified of a student's ineligibility. Student's eligibility status becomes effective on a Monday, and remains in place for two weeks. A student will remain ineligible if satisfactory academic levels are not achieved at the conclusion of the two-week period. The procedure will be repeated every two weeks during the school year.

There are four categories of academic eligibility. Each category is explained in further detail below:

Category 1: Warning

Category 1 is a warning that takes effect when a student has two or more grades of D (grade between 65.69).

A student receiving two or more D's is demonstrating academic problems that may put him/her in danger of being ineligible in the future. The student will be encouraged to participate in an academic program to assist him/her in becoming academically successful. This program will include but is not be limited to:

- Notification to the student and parent.
- Intervention by the counselor.
- Encouragement to attend academic study hall.
- Encouragement to take advantage of extra help opportunities.

Category 2: Serious Academic Difficulty

Category 2 is a student who is having serious academic difficulty. A student receiving one F (grade below 65) in one subject is in serious academic difficulty. The student must:

- attend academic study hall in order to practice and participate in contests or performances.
- abide by all rules for academic study hall. If the student violates the rules for academic study he/she will not be allowed to participate in sports activities and performances.

Category 3: Probation

Category 3 is a student who has two failing grades (grade below 65) and it is the first time the student appears on the ineligibility list in any given season. This student will be on Extra-Curricular Activity participation probation.

The first time a student appears on the ineligibility list in any given year, the student will be afforded a one-week probationary period to correct the academic deficiency.

- Rules for academic study hall attendance will apply.
- If the student continues to receive two failing grades, defined as below 65 after the one-week probationary period, the student will be ineligible to participate in contests or performances for a period of one week.
- If the student at the end of the probationary week no longer has two or more failing grades, he/she will be removed from the ineligibility list but must still attend academic study hall for the remainder of the period and abide by all rules for academic study hall.

Category 4: Ineligibility

In this scenario, a student receives failing grades (grade below 65) in two or more subjects but has previously utilized their Category 3 probation opportunity.

A student receiving failing grades (below 65 in two or more subjects) will be subject to the provisions of the ineligibility policy. A student who is found to be academically ineligible and has exhausted his/her initial probationary period will be declared ineligible for participation in extra-curricular activities for two weeks.

- Once declared ineligible, the student will not be permitted to participate in any contests, competitions, or performances for a period of two weeks starting on the Monday following the declaration of ineligibility. (Period of ineligibility will start on a Monday and end on a Sunday).
- Rules for academic study hall attendance will apply.

C. Rules for Academic Study Hall Attendance

- An ineligible student, probationary student or a student in serious academic difficulty is required to attend academic study hall in order to practice.
- An absence on the first day of required attendance at Academic Study Hall will not be excused.
- A student who attends the academic study hall and follows all rules related to attendance and behavior will be given a pass notifying the coach or advisor of permission to practice.
- If an ineligible student does not present a pass, he/she will not be permitted to attend or participate in practice.
- If a student chooses the academic study hall, he/she must attend every day to be eligible to practice, regardless of whether or not there is a scheduled practice, game or competition on a particular day. If a student fails to attend academic study hall on a day where there is no scheduled practice, game or competition, the student will be ineligible to participate in the next scheduled practice, game or competition.

- If a club meets during academic study hall, a student may receive a pass from the advisor to attend the club meeting.

D. Grade Clarification

A student who believes a grade has been incorrectly reported may seek clarification from his/her teacher(s). There is no appeal from a student's request for grade clarification.

A student's grade as reported on a particular date reflects all work reviewed by the student's teacher as of the date the grade is reported. Any work handed in, or reviewed by the teacher, after that date will not be considered for purposes of the grade being reported. That work will be reflected in the next grade reporting cycle.

IV. Adherence to the Student Code of Conduct

In addition to the Academic Eligibility Policy described above and the Extra-Curricular Code of Conduct described below, students must abide by the Student Code of Conduct in order to be eligible to participate in Extra-Curricular activities. Any violation of the Student Code of Conduct will be deemed a violation of the Extra-Curricular Code of Conduct as well, for which a penalty may be imposed.

Violation Investigation Procedures:

Investigations of Student Code of Conduct or Extra-Curricular Code of Conduct violations will be conducted by District staff, or if appropriate, law enforcement officials; or others acting in an official capacity.

Students must abide by the Student Code of Conduct and the Student Handbook. If it is determined that a student violated the Student Code of Conduct, the Student Handbook, or the Extra-Curricular Code of Conduct, discipline will be imposed in accordance with the Code of Conduct and the Extra-Curricular Code of Conduct. Discipline may include suspension from participation in Extra-Curricular activities, including athletics.

The below procedure will be followed:

- A. Investigations of alleged violations of the Extra-Curricular Code will be conducted by the Athletic Director and/or the Principal's designee.
- B. Notification by the Athletic Director and/or Building Principal's designee upon:
 - District investigation of alleged misconduct;
 - Determination of violation; and
 - Explanation of due process/referral to Extra-Curricular Activities Board.
- C. Provide the student and his/her parents/guardians with the opportunity to attend a meeting with appropriate school personnel (which may include student's Administrator, Athletic Director, Counselor; Prevention Specialist, Coach, or academic advisor).
- D. Notification of penalty to student and student's parent/guardian.
- E. Any violation involving illegal activities may be referred to the appropriate law enforcement agencies.

V. Extra-Curricular Code of Conduct

A. Good Citizenship.

Any action deemed to be a serious breach of good citizenship may be considered a violation of the Extra-Curricular Code of Conduct. A breach of good citizenship may include, but not be limited to, arrest by law enforcement.

B. Prohibited substances.

All students must abstain from any use/possession of tobacco, electronic cigarettes, vaporizers, alcohol, illicit drugs or paraphernalia. Failure to do so will result in a violation of the Extra-Curricular Code of Conduct. This prohibition is in effect for the duration of the school year, which is defined as July 1 through June 30.

C. Violation by Association

Students must not attend any functions when alcohol is being openly used by minors or when controlled substances are being used unlawfully by anyone. The student must make a reasonable attempt to leave the site immediately upon the knowledge of alcohol use by minors (persons under the age of 21) or unlawful use of controlled substances by anyone.

Simply attending and remaining at a party or function at which alcohol or controlled substances are openly used is grounds for imposition of the penalties under the Extra-Curricular Code. Students who are determined to have been present when alcohol is being openly used by minors, or when controlled substances are being used unlawfully by anyone, will be held accountable similarly to students who possessed, consumed, or facilitated the use of controlled substances. It is not an acceptable defense to claim that the student was a designated driver. Designated drivers are a good and safe idea, but designated drivers should not be students under the age of 21.

This rule is in effect for the duration of the school year, which is defined as July 1 through June 30.

D. Hazing

This is often considered as any initiation or "rite of passage" activity that is designed to humiliate, threaten or harm members of a team or program. Typically, hazing is directed at underclassmen or "new" participants in a program. Any acts of hazing are strictly prohibited and will result in a penalty, which could include dismissal from the team, or in some circumstances, subject the perpetrator to arrest. In addition, any student engaging in hazing or bullying activity may be subject to the Student Code of Conduct.

E. Academic Misconduct/Dishonesty

Students must not engage in any form of academic misconduct or dishonesty. Examples include, but are not limited to: plagiarism; cheating; copying; altering records; assisting another student with plagiarism, cheating, copying, or altering of records; accessing other users' email accounts or network, storage accounts and/or attempting to read, delete, copy, modify or interfere with the transferring and receiving of electronic communications.

VI. Penalties:

A. Due Process

As noted in the Student Code of Conduct, suspension from Extra-Curricular activities, including athletics, may be imposed upon a student without a full hearing pursuant to Education Law. However, the student and the student's parent/guardian will be provided with a reasonable opportunity for an informal conference with the individual imposing the Extra-Curricular suspension to discuss the conduct and the penalty involved and to utilize the appeal process set forth below.

B. Middle School Student Violations

In the event that a Middle School student is found to be in violation of the Extra-Curricular Code of Conduct while participating in the Modified Sports Program, violation penalties will not carry over to a student's High School experience.

C. Forfeiture of Awards

Any student who violates Extra-Curricular Code of Conduct and is forced to leave an Extra-Curricular activity for any period of time forfeits all local individual awards (ex. MVP, Most Improved, Scholarships etc.) for that activity that may have been earned during the period of the activity. A student may also lose any leadership role in the activity, such as being a captain, and not be considered for such a designation in the future.

D. Minimum Penalties:

General:

A violation of the Student Code of Conduct which results in a student being placed on off-site or external suspension may generally result in the imposition of a penalty with respect to participation in any Extra-Curricular activities. A student who engages in conduct that is disruptive, or who engages in conduct that endangers the safety, health or welfare of others or compromises the authority of school officials, as defined in the Student Code of Conduct, and who is placed on in-school suspension as a result of that conduct, may generally receive a penalty with respect to participation in any Extra-Curricular activities as well. A student who repeatedly engages in conduct that is disorderly or that is insubordinate, as defined in the Student Code of Conduct, and who is placed on in-school suspension as a result of that repeated conduct, may generally receive a penalty with respect to participation in any Extra-Curricular activities as well. It is within the District's discretion, however, to impose penalties in connection with a student's participation in any Extra-Curricular activity with respect to any violation of the Code of Conduct or the Extra-Curricular Code of Conduct.

Because participation in Extra-Curricular activities is a privilege, not a right, the imposition of a penalty under the Code of Conduct and with respect to participation in an Extra-Curricular activity is permissible, and is not considered a double penalty.

For Student-Athletes:

Category A: Teams that play up to 10 contests during the regular season.

1st Offense- loss of 2 games

2nd Offense- loss of 4 games

3rd Offense- loss of 4 games and review by Extra-Curricular Activity Review Board to determine future eligibility.

Category B: Teams that play 11-15 contests during the regular season.

1st Offense- loss of 3 games

2nd Offense- loss of 6 games

3rd Offense - loss of 6 games and review by Extra-Curricular Activity Review Board to determine future eligibility.

Category C: Teams that play 16-20 contests during the regular season.

1st Offense- loss of 4 games

2nd Offense- loss of 8 games

3rd Offense- loss of 8 games and review by Extra-Curricular Activity Review Board to determine future eligibility.

Category D: Teams that play 21-24 contests during the regular season.

1st Offense - loss of 5 games

2nd Offense -loss of 10 games

3rd Offense- loss of 10 games and review by Extra-Curricular Activity Review Board to determine future eligibility.

It is expected that the student will participate in all team practices or activities during the suspension period. However, when attending games or competitions, students may not wear the uniform.

If a violation occurs and the season ends prior to a student completing a suspension, it will roll over to the next season in which the student has previously participated in and the penalty will be pro-rated based on the sport category the student participates in during their next season. If a violation occurs during the period of a non-athletic Extra-Curricular activity and the period of the activity ends prior to a student completing a suspension, it will roll over to the next applicable period of an Extra-Curricular activity in which the student has previously participated.

Alternate Option of Serving Penalty

Any student in violation of the Code of Conduct and assigned a penalty will be given the option of participating in a new sport or activity in a season following the penalty. In order for this option to be implemented, there must be a meeting with the athletic director/administrator and the new sport or activity head coach or advisor. The student is responsible for being a full participant and to complete the season or activity in good standing. In return one half of the student's penalty will be reduced. If at any time the coach/advisor determines that the student is not meeting expectations the coach/advisor and athletic director/administrator will meet to determine the status of the student's penalty. If the student is dismissed from the team/activity the full penalty may be reinstated.

For Non-Athletic Extra-Curricular Activities:

Consequences for violating the Code of Conduct or the Extra-Curricular Code of Conduct shall mimic the consequences found for athletes as closely as possible. In the case of any activity with less than seven events the student may be removed from the activity. The District's administration shall utilize its best judgment in deciding how to apply the student's consequences in a manner that is most suitable to the specific Extra-Curricular activity.

Dismissal from an Extra-Curricular Activity:

In the event a student is dismissed from an Extra-Curricular activity, the student may be considered ineligible for the following season or activity period.

Penalties may be greater than listed above depending on the specific facts and circumstances or extra-curricular expectations specific to a given activity or group. Depending on the nature of the violation, the District may impose a penalty that is harsher than outlined above, including dismissal from the Extra-Curricular activity, even for a first offense.

A. Honesty Provision

If it is determined that a student was not honest when interviewed during the initial investigation, that dishonesty can be deemed a second violation of the Extra-Curricular Code of Conduct.

B. Appeal Process

Incidents deemed to be violations of the Student Code of Conduct or the Extra-Curricular Code of Conduct for which a penalty is imposed by the District under this policy may be appealed to the Extra-Curricular Activity Review Board. This appeal must be received from the parent or guardian in writing by the building principal or athletic director within three school days of notification of the penalty. Should a student disagree with any determination of the Review Board, the student may appeal to the Superintendent of Schools in writing within five school days of notification of the Review Board's determination. The decision of the Superintendent of Schools shall be final.

C. Self-Referral

If a student and/or their parents recognize that there may be a problem that deals with the use of tobacco, electronic cigarettes, alcohol and/or drugs, they may contact the Prevention Services Specialist with concerns. This information will remain confidential.

VII. Education Program - Mandatory

In addition to the suspension penalty, any student who violates regulations for tobacco, electronic cigarettes, alcohol, or drug use must participate in the Substance Abuse Education Program. Together with the Prevention Specialist, students will develop a plan to meet this requirement which will include a minimum of 6 meetings. It is the specific responsibility of the student to attend all scheduled meetings. Failure to participate will result in continued suspension until the requirement is met. The student has the option to complete a Diversion Program with an outside service provider at the discretion of the Prevention Services Specialist and the District. If an outside agency is used, it will be at the cost of the parent/guardian. A good faith timely commitment to the mandatory diversion program is a prerequisite to being allowed to resume participation in the extra-curricular activity.

VIII. Extra-Curricular Activity Review Board

The Review Board will be composed of the Athletic Director, the Principal or designee and an independent third-party faculty member.

Procedures, Duties and Roles of the Review Board:

- For meetings reviewing the conduct of an athlete, the meeting shall be chaired by the Principal or designee. For meetings reviewing the conduct of a non-athlete, the meeting shall be chaired by the Athletic Director or Principal designee.
- Appeals of violation determinations and prescribed penalties are reviewed.
- The Review Board may modify violation consequences.

IX. Communication Process

Please use the process outlined below as a guide to address concerns should the need arise during the duration of the Extra-Curricular activity or sport season. This will ensure proper communication, which will benefit all parties involved. Parents and students are expected to follow the following chain of authority. Parents and students will recognize the previous step before addressing the situation at the next level.

1. Student discusses situation with the activity advisor or coach.
2. Student/Parent discusses situation with the activity advisor or coach.
3. Student/Parent discusses situation with the appropriate Building administrator or Athletic Director.

Extra-Curricular Activity
Rules and Academic Eligibility Contract

I have read and fully understand my/our student athlete's responsibility regarding the Extra-Curricular Code of Conduct and academic eligibility. I understand that he/she has a responsibility to abide by these rules and if he/she does not, disciplinary action will result. I agree to support the school in this effort.

Signed: _____ Date: _____
Parent or Guardian Signature

I have read the Canandaigua City School District Extra-Curricular Code of Conduct and my coach/activity advisor has reviewed them with me and my parents/guardians. I promise to live by the Extra-Curricular Code of Conduct and understand that if I violate this contract, the result will be disciplinary actions as outlined.

Signed: _____ Date: _____
Student's Signature Print Name

Signed: _____ Date: _____
Coach's/Activity Advisor's Signature

Note: A copy of this contract will be filed with the District for one academic school year.

The Extra-Curricular Code of Conduct is in effect during the entire school year, which is from July 1 through June 30. Students who do not have a contract on file will not be eligible to participate until this document is signed and filed with the District.

POLICY FOR STAFF AND COMMUNITY USE OF SCHOOL BUILDINGS & GROUNDS

The District encourages the use of school facilities by citizens, civic groups and other non-profit community organizations, providing such use does not interfere with the regular school program.

School functions have precedence of those of other agencies. All facilities usage must meet District policy. Building use fees may apply. Applications for use of any facilities is required. Requests for facilities should be made at least 30 days in advance of the event.

The steps to request a facility are as follows: (Each step may take up to 5 business days)

1. Become a requester (First time only) Create a Username and Password - Needs to
2. be approved by the district.
3. Request a location/facility - Date / Time / Location / Extra Needs
4. You will be notified by email if your request has been approved.

FACILITIES USE AND HOLD HARMLESS AGREEMENT

This Facilities Use and Hold Harmless Agreement (the “Agreement”) by and between the Canandaigua City School District (hereinafter referred to as the “District”) with offices located at 143 North Pearl Street, Canandaigua, NY 14424, and any facility user.

WHEREAS, Facilities User desires to use facilities owned by the School District at time when such facilities are not needed by the School District; and **WHEREAS**, the District is willing to allow Facilities User to user District facilities on the terms and conditions set forth herein and in accordance with required health and safety protocols; **NOW, THEREFORE**, in consideration of the mutual promises contained herein, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

1. **Term.** This Agreement shall commence on the date indicated in this facility use request. (the “Term”). The District may terminate the Agreement, with or without cause, upon written notice to Facilities User.
2. **Indemnification Clause.** Facilities User shall defend, indemnify and hold harmless the District, its Board of Education, its officers, administrators, employees, agents and representatives from and against all claims, demands, causes of action, liabilities, losses, damages, judgments, penalties, costs and expenses (including reasonable attorney’s fees) arising out of the negligent or intentional acts or omissions of the Facilities User, their officers, employees, agents, representatives, or invitees, and any claim arising from or relating to failure of Facilities User, their officers, employees, agents, representatives, or

- invitees to comply with applicable health and safety rules, regulations, or other requirements, including but not limited to those relating to the COVID-19 pandemic..
3. **Facilities User Duties.** Facilities User is responsible for supplying the number of licensed staff needed for its use of the Facilities in accordance with applicable law and health and safety guidance. Facilities User shall comply with all CDC Guidance and Requirements, New York State Department of Health Guidance and Ontario County Department of Health Guidance and Requirements, regulations, and executive orders applicable to its use of the Facilities, including but not limited to the NY Department of Health Interim Guidance For Sports And Recreation During The Covid-19 Public Health Emergency dated January 22, 2021 attached hereto as **Exhibit “A”**. Facilities User shall also comply with all District policies, rules and regulations regarding use of Facilities and conduct while on school premises, including but not limited to the District’s reopening plan located here: <https://www.canandaiguaschools.org/district/coronavirus-info/re-opening-2020-2021>
 4. **Maintenance, Repair and Damage.** Facilities User staff shall place all garbage in receptacles provided for that purpose. Facilities User shall bear financial responsibility for any damage, theft or destruction of property or extraordinary maintenance/cleaning occurring during its use of the Facilities.
 5. **Equipment and Supplies.** Facilities User shall be responsible for obtaining, maintaining and insuring its own equipment and supplies for its use of the Facilities. When the District provides storage space for such supplies, it is strictly for the convenience of the Facilities User, and the Facilities User shall bear all risk of loss, damage, or theft of such equipment from the storage space.
 6. **Insurance.** During the entire time of this Agreement and any extension thereof, the Facilities User shall keep in effect commercial general liability insurance, including contractual coverage, in the occurrence coverage form, naming the District as an additional insured, on a primary and non-contributory basis, with a combined single limit of **\$3,000,000** per occurrence, general aggregate of **\$4,000,000**, Sexual Abuse and Molestation coverage reasonably acceptable to the District, and statutory insurance coverage in compliance with New York State Workers’ Compensation Law. Facilities User shall provide the District with certificates of insurance regarding such coverage, which will provide up to thirty (30) days advance written notice to the District prior to any cancellation, non-renewal or material modification of coverage.
 7. **Independent Contractors.** The relationship of the parties is that of independent contractors, and neither party shall have the authority to bind or make any commitment on behalf of the other. Facilities User, its employees and agents will not hold themselves out as or claim to be officers or employees of the District, nor make claim to any rights or benefits accruing to an officer or employee of the District.
 8. **Assignment.** This Agreement may not be assigned without the prior written consent of the parties. Any attempted assignment, without such written consent, shall be void and non-enforceable.
 9. **Entire Agreement.** This Agreement constitutes the entire agreement of the parties and all previous communications between the parties, whether written or oral, with reference

to the subject matter of this Agreement, are hereby superseded. There are no understandings, representations or warranties expressed or implied, that are not specified herein. No changes may be made to the Agreement without the prior written consent of the parties.

The parties' consent to this Agreement is indicated by their signatures below.

CANANDAIGUA CITY SCHOOL DISTRICT

Agreed to by: _____ Dated: _____

Print name: _____

Position title: _____

FACILITIES USER

Agreed to by: _____ Dated: _____

Print name: _____

Position title: _____

EXAMPLE OF ON-LINE APPLICATION FOR STAFF USE OF SCHOOL BUILDINGS & GROUNDS

[REDACTED] opened this request (privately)
March 5, 2020 @ 3:52 PM

Request type Staff Internal

Event name 2177208 - ACT Exam Registration

Buildings Academy

Resources Academy Auditorium

First occurrence Sat, Sep 12, 2020, 7:15am - 8:30am

Schedule
Sat, Oct 24, 2020
Sat, Dec 12, 2020
Sat, Feb 6, 2021
Sat, Apr 17, 2021
Sat, Jun 12, 2021

Occurrence count 6

Number of Attendees 300

Custodial/Maintenance Needs?

Event Setup Details auditorium open and lights on atrium table facing athletic wing

Food Service Needs?

Technology Needs?

EXAMPLE OF ON-LINE APPLICATION FOR COMMUNITY USE OF SCHOOL BUILDINGS & GROUNDS

🔍 2219729 - Rising Star Talent on Sat, May 15, 2021 **Declined**

 [Redacted] opened this request
August 5, 2020 @ 11:24 AM

Request type [Community Event](#)

Event name 2219729 - Rising Star Talent

Buildings [Academy](#)

Resource types Auditoriums
Locker Rooms
Music Classrooms

Resources [Academy Auditorium](#)

First occurrence Sat, May 15, 2021, 7:00am - 9:00pm

Schedule Daily, until May 16

Occurrence count 2

Setup time 2 hours

Teardown time 1 hour, 30 minutes

Number of Attendees 300

Custodial/Maintenance Needs?

Event Setup Details Need 10 tables and 10 chairs. Need a general wash of stage lighting - it never changes. If possible, we would hook into your sound system.

Food Service Needs?

Food Service Details Usually a school organization sets up concessions.

Technology Needs?

Technology Details Usually a stage manager.

Permit # -

Notes -

Liability Insurance  [Canadagwa City School District.pdf](#)
Download (18.11 KB)

Upcoming reminder 15 day(s) before an event's start date.

Canandaigua Primary-Elementary School

Extra-Curricular Activities

The Canandaigua Primary-Elementary School Physical Education Department works hard to coordinate several community-based events that coincide with our curriculum. For several years now, we have worked with the American Heart Association to raise money for children with heart problems. Through the Jump Rope for Heart program we have raised tens of thousands of dollars over the years, including over \$20,000 in 2017-18.

We have also worked with local businesses to help promote lifelong activity and healthy lifestyles with our Fitness Fun Week. Students in grades 3-5 participate in fun activities around Canandaigua including: bowling at Roseland Bowl, ice skating at the Canandaigua Civic Center, and martial arts at the USA Masters Academy.

We feel this event is a win-win as students get to be introduced to fun, new activities, and local businesses get the exposure they need to grow.

Each spring K-5 are host to Field Days where kids participate in outdoor activities as a culminating event to the school year. With the help of parent volunteers, students rotate through several outdoor stations and finish with a 1-mile race.

Administrators organize a picnic for the students at the end of the event.

Canandaigua Middle School

INTRAMURALS

Intramurals will be run every Wednesday from 2:15-3:00pm.

Location will be announced the day of.

Intramurals are co-ed, and are open to all CMS 6th grade students.

Students will be required to dress appropriately for each activity.

After Intramurals students will report to the cafeteria while waiting for their ride.

Students can either ride the late bus home, or be picked up.

- Activities will rotate and will include the following:
 - Aerial Football
 - Soccer
 - Tag Games
 - Team Handball
 - Basketball
 - Floor Hockey
 - Volleyball
 - Mat Ball
 - Whiffle Ball / Softball
 - Student Choice