



It is anticipated the Board of Education will call an executive session at 5:30 p.m. to the employment history of three particular persons and collective negotiations pursuant to Article 14 of the Civil Service Law (the Taylor Law) and a matter which will imperil the public safety if disclosed.

- I. Meeting Called to Order**
- II. Pledge of Allegiance to the Flag**
- III. Board Meeting Minutes** (BOARD ACTION)
- IV. August 2024 Warrant Review (Mrs. Personale and Mr. Polimeni)** (BOARD ACTION)
- V. Board Student Representative- Macy Schneckenburger**
- VI. President's Comments**
- VII. Superintendent's Report**
- VIII. Consensus Agenda** (BOARD ACTION)

Business

1. Budget Transfer
2. Certification of Lead Evaluators- Teachers
3. Volunteers
4. New Club
5. Physical Education Plan
6. Field Trips- Final Approval
7. Field Trip- Initial Approval
8. Surplus Items
9. Designations of Depositories
10. Clinical Practice Placement- 16 hours
11. Field Placement- 65 hours
12. Agreements
13. Theater Staff
14. Recommendations of the Committee on Special Education

Personnel

End of Consensus Agenda

IX. District Committee Reports

- Council for Instructional Excellence (CIE)- Mrs. Julianne Miller/ Mrs. Beth Thomas- September 11, 2024
- Safety / Health / Security Committee- Mr. John Polimeni- September 19, 2024

X. Closing Remarks

(President, Board of Education and/or Superintendent)

I. Consensus Agenda

(BOARD ACTION)

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

Personnel

1. Instructional Personnel

A. Removals

<u>Name</u>	<u>Position</u>	<u>Reason</u>	<u>Effective</u>
Carolyn Keller	Teacher Aide	Resignation	10/4/24

B. Appointments

Pending Civil Service approval and NYSED fingerprint clearance where applicable:

<u>Name</u>	<u>Position</u>	<u>Effective</u>	<u>Rate</u>
Erin Vorhis	Substitute Teacher Aide	9/23/2024	\$15.00/hr.

2. Instructional Personnel

1) Non-Certified Substitute Teachers

The following individual has 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:

Erin Vorhis

2) Contract Substitute Teacher

The following individual is recommended to Contract Substitute Teacher position for the 2024-2025 school year at the approved rate:

Nicole Nearpass – Elementary School

3) Co-Curricular & Stipend Positions 2024-2025 School Year

The following individual is recommended to co-curricular and stipend position at rate in accordance with contract:

CO-CURRICULAR	Appointed	Level	Step
CTA CONTRACT NAME: SCH			
Jazz Ensemble MS	Joe Martino	B	1

End of Consensus Agenda



I. Consensus Agenda

(BOARD ACTION)

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

Personnel

1. Instructional Personnel

A. Resignation

Jared Simpson, Middle School Teacher, has resigned from the District effective October 21, 2024.

End of Consensus Agenda



It is anticipated the Board of Education will call an executive session at 5:30 p.m. to the employment history of three particular persons and collective negotiations pursuant to Article 14 of the Civil Service Law (the Taylor Law) and a matter which will imperil the public safety if disclosed.

I. Meeting Called to Order

II. Pledge of Allegiance to the Flag

III. Board Meeting Minutes

(BOARD ACTION)

- September 9, 2024- Regular Meeting Minutes

IV. August 2024 Warrant Review (Mrs. Personale and Mr. Polimeni)

(BOARD ACTION)

- A-15 General 9010415-9010489 (ACH)
 - A-16 General 19404-19469 (Check Print)
 - A-17 General 19381-19403, 19470-19475 (In House)
 - A-21 General 9010490-9010529 (ACH)
 - A-22 General 19489-19533 (Check Print)
 - A-23 General 19481-19488 (In House)**
 - A-26 General 14295345, 14295352 (Manual)
 - C-3 Cafeteria 3168-3172
 - C-4 Cafeteria 3173-3178
 - F-3 Federal 9000504-9000508 (ACH)
 - F-4 Federal 966-967 (Check Print)
 - F-5 Federal 9000509-9000511 (ACH)
 - F-6 Federal 968-969 (Check Print)
 - H-2 Capital 722 (Check Print)
 - HBU-2 Capital 12 (Bus)
- **General In-House Check numbers 19476-19480 were generated, but the printer jammed and was reset. After the reset, these check numbers were skipped.

V. Board Student Representative- Macy Schneckenburger

VI. President's Comments

- Remarks
- Correspondence

VII. Superintendent's Report

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

VIII. Consensus Agenda

(BOARD ACTION)

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

Business

1. Budget Transfer

The below budget transfers are over \$20,000 and requires Board approval. This is for a staff member that was originally budgeted at the Primary-Elementary School and is now located at the Academy.

From: A2250.150-12-1310	Special Programs Instructional Salary PES	\$26,500
To: A2250.150-22-1310	Special Programs Instructional Salary HS	\$26,500

2. Certification of Lead Evaluators- Teachers

BE IT RESOLVED THAT **Sarah Callahan, Dennis DesRosiers, Calee Prindle, Tonya Russell, Vernon Tenney, and Kristin Williamson** 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.

3. Volunteers

Mrs. Emily Bonadonna, Primary School Principal, is requesting approval of the below volunteers for the 2024-2025 school year:

Rebecca Hall, Cheryl Silco, Josh McCormick, Jamie-Lynn Harris, Amarrae Sengilla, Mark Mcoec, Grace Murdock, Jennifer Francis, Jude Garenfio, Russell Francis, Mirlande Occil, Jennifer Navas, Tamara Prull, Sheldon Daunce, Amy Austin, Jenny Aman, Crystal Platten, Claire Wusokauski, Cassie Nickeson, Anthony Paterniti, Daniel Nickeson, Angelina Voght, Elizabeth Newbold, Rebecca Fenner, Charles Sauter, Mark Griffin, Catherine Helming-Sauter, Jessica Griffin, Matthew Lyons, Kacie Smith, Hailey Zimmer, Stephen Smith, David Zimmer, Devin Fenner, and Corey Steckle

4. New Club

Mrs. Marissa Logue, Academy Principal, is requesting approval for a new club: Canandaigua Card Club (CCC). The club will teach students and teachers how to play different card games. The unpaid advisor is Ms. Reilly Figscher.

5. Physical Education Plan

Approval of the 2024-2025 District Physical Education plan.

6. Field Trips- Final Approval

Mrs. Marissa Logue is requesting final approval of the following trip:

- NYSCLSA State Conference, November 24-26, 2024, Lake Placid, NY (*initial April 15, 2024*)
- Senior Trip, November 22-24, 2024, New York, NY (*initial March 4, 2024*)
- Spanish IB, November 8-12, 2024, San Juan, PR (*initial February 12, 2024*)

7. Field Trip- Initial Approval

Mrs. Caroline Chapman, Athletic Director, is requesting initial approval of the following trip:

- Varsity Girls Basketball, December 27-28, 2024, Amsterdam, NY
- Hockey, November 29-30, 2024, Albany, NY

8. Surplus Items

Ms. Kris VanDuyne, Middle School Principal, is requesting approval to declare as surplus items the attached listing of books

9. Designations of Depositories

The Superintendent recommends that the Board of Education designate the addition of Community Bank as listed below. This account shall not exceed the following amount.

- Metropolitan Commercial Bank- \$80,000,000

10. Clinical Practice Placement- 16 hours

Ms. Kris VanDuyne, Middle School Principal, recommends:

- Ryland Turner, Roberts Wesleyan University, School of Nursing with Kelly Smith- October for 16 hours. Ryland is here to observe, learn, and assist with non-invasive patient care.

11. Field Placement- 65 hours

Ms. Kris VanDuyne, Middle School Principal, recommends:

- Audrey Hackett, Nazareth University with Sally McKenna- Mid September-December 10, 2024

12. Agreements

Approval of agreement with Teresa L. Webster for bilingual speech-language evaluations at a rate of \$130.00 per hour for the 2024-25 school year.

A teacher candidate field placement agreement with The State University of New York, College at Geneseo for the term of September 2024 through September 2029.

13. Theater Staff

Approval of Kim Anderson and Trish Kelley for the position of House Managers for various theater events for the 2024-2025 school year. Amount will be \$100 per event.

14. Recommendations of the Committee on Special Education

Recommendations of the Committee on Special Education meeting dates of: August 26, 27, 28, 30, September 3, 5, 9, 10, 11, and 12.

Personnel

1. Non-Instructional Personnel

A. Retirement

The Superintendent received a letter of 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 Canandaigua City School District.

<u>Name</u>	<u>Position</u>	<u>Effective</u>	<u>Years of Service</u>
Mary Erdle	Teacher Aide	6/26/2025	30

B. Removals

<u>Name</u>	<u>Position</u>	<u>Reason</u>	<u>Effective</u>
Jasmin Allen	Teacher Aide	Resignation in order to accept another position on the District	9/9/2024
Quinn Habberfield	Custodial Worker	Declined position	9/11/2024
Amy Brady	Secretary I	Resignation	10/11/2024

C. Appointments

Pending Civil Service approval and NYSED fingerprint clearance where applicable:

<u>Name</u>	<u>Position</u>	<u>Effective</u>	<u>Rate</u>
Jasmin Allen	Secretary I	9/10/2024	\$17.00/hr.
Matthew Bradshaw	School Bus Driver	9/4/2024	\$24.91/hr.
William Bement	School Bus Driver	8/28/2024	\$24.91/hr.
Keith Young	School Bus Driver	8/20/2024	\$24.91/hr.
Ross Gifford	Substitute AV Tech	9/16/2024	\$40.00/hr.
Jerry Smith	Substitute AV Tech	9/16/2024	\$27.00/hr.
Kurt Knoblauch	Substitute AV Tech	9/16/2024	\$27.00/hr.
Doug McClow	Substitute AV Tech	9/16/2024	\$18.00/hr.
Lauren Hedworth	Secretary I	9/25/2024	\$17.00/hr.
Rhonda Anderson	School Bus Driver	9/18/2024	\$24.91/hr.
Mirlande Occil	Food Service Helper	9/25/2024	\$15.76/hr.

2. Instructional Personnel

A. Appointments

The Board of Education of the Canandaigua City School District hereby accepts the recommendation of the Superintendent to appoint the following instructional employees. 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) Jessica Liming received her Bachelor's degree in Communication Disorders and Deafness from Kean University. She earned her Master's degree in Speech Language Pathology from Nazareth College. Ms. Liming will be appointed to a 3-year probationary Speech & Language Therapist with a tenure area of Speech effective October 24, 2024.



<u>Name</u>	<u>Certification</u>	<u>Effective</u>	<u>Step/Rate</u>	<u>Probationary Period</u>
Jessica Liming	Speech and Language Disabilities	10/24/2024	Step 12	3-years

2) Tenure Appointments

The following staff member is 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 member:

<u>Name</u>	<u>Tenure Area</u>	<u>Effective</u>
Colby Genecco	Elementary	10/7/2024

3) RN Supervisory Stipend

The following School District Registered Nurse will receive the contractual stipend for overseeing the Licensed Practical Nurse as indicated:

<u>RN</u>	<u>LPN</u>
Lorraine Ryan	Kelly LaBouf
Kelly Smith	Cara Carr
Kelly Smith	Jenn Brown

4) Non-Certified Substitute Teachers

The following individual has been recommended to Non-Certified Substitute Teacher positions conditional upon criminal history clearance from the New York State Education Department and verification of one year of college where applicable:

Heidi Reybrouck

End of Consensus Agenda

IX. 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)- Mrs. Julianne Miller/ Mrs. Beth Thomas- September 11, 2024**
- Diversity, Equity, and Inclusion Task Force- Mrs. Julianne Miller
- **Safety / Health / Security Committee- Mr. John Polimeni- September 19, 2024**

X. Upcoming Events

- September 26- Middle School Open House (Grades 7th & 8th)
- October 4- Audit Committee Meeting
- October 7- Board of Education Meeting
- October 10- Primary Open House
- October 11- District Emergency Drills- Half day for all students
- October 14- Columbus- Indigenous Peoples' Day
- October 16- Policy Committee Meeting
- October 17- CA Sports Hall of Fame
- October 17- Elementary Open House
- October 18- Homecoming



Canandaigua City
School District

Agenda -September 23, 2024- 6:30 p.m.
Operations Center, 5500 Airport Road

XI. 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 9, 2024 at 6:30 p.m. at the Operations Center, 5500 Airport Road, President Grimm presiding.

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

BOARD MEMBERS ABSENT: Amy Calabrese

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

BOARD DISTRICT CLERK: Deborah Sundlov

OTHERS PRESENT: On file

Pledge of Allegiance to the Flag

Mrs. Grimm called the meeting to order at 6:30 p.m. leading all in the Pledge of Allegiance.

Public Comments

Tom White, Canandaigua School District.

Board Meeting Minutes

Upon a motion made by Mrs. Thomas, seconded by Dr. Schneider, with all present voting yes, the Board of Education approved the August 26, 2024 meeting minutes.

APPROVED: MINUTES

Superintendent's Report

Superintendent Farr reported out on the first few days of the opening of school. It was so nice to see the many happy reunions. Many have commented they will be following along with the opening day message of finding the joy. Varsity football played at the Carrier Dome and the Teddi Bowl at Victor is this week. Clubs and activities are in full swing.

Proposed Tax Roll Resolution

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

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 2024-25 school year a sum not to exceed \$52,580,000.

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 1, 2024 and end December 31, 2024 giving the tax warrant an effective period of 92 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 Tessorf	Voting Yes
Mrs. Beth Thomas	Voting Yes
Mrs. Jeanie Grimm	Voting Yes

Opening Day Reports

Mrs. Emily Bonadonna, Primary School Principal, reported there are 142 students in universal prekindergarten, 210 kindergarten, 203 first grade, and 200 second grade students. There are 78 students in offsite UPK classrooms.

Mr. Brian Amesbury, Elementary School Principal, reported there are 239 students in third grade, 248 fourth grade, and 275 fifth grade students.

Ms. Kris VanDuyne, Middle School Principal, reported there are 218 students in sixth grade, 246 seventh grade, and 228 eighth grade students.

Mrs. Marissa Logue, Academy Principal, reported there are 240 students in ninth grade, 240 tenth grade, 256 eleventh, and 258 twelfth grade students.

Mrs. Rachael Schading, Canandaigua Academic and Career Center Principal, reported there are 10 students in eighth grade, 9 in ninth grade, 10 in tenth grade, 8 in eleventh grade, and 8 in twelfth grade.

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

Everyone presenting extended thanks to the transportation, building and grounds, and food service departments for all the work over the summer and helping to make the opening days a success.

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 AGENDA

Business

1. Agreements

a Professional Services Agreement with Ruth VanGorder for the 2024-2025 school year for classroom mindfulness and movement programs for UPK-5 students.

an Agreement with Olive Speech Therapy, PLLC from September 1, 2024-June 30, 2025 for Speech Therapy services per a student's IEP.



2. Surplus Items

the request of Mrs. Marissa Logue, academy Principal, to declare as surplus items the following books:

- *Earth Science* from Scott Foresman; copyright 1990- 57 copies
- *Earth Science* from McDougal Littell; copyright 2003- 50 copies
- *Weather Studies* from the American Meteorological Society, copyright 2006- 25 copies

the request of Mrs. Marissa Logue approval to declare as surplus items the separate listing of books.

3. Budget Transfer

the below budget transfers which are over \$20,000 and requires Board approval. The interest rate on the DASNY bond issued in June 2024 was lower than what was budgeted.

From:	A 9711.700-00-0000	Serial Bond Amort Interest	\$405,000
To:	A 9711.600-00-0000	Serial Bond Amort Principal	\$405,000

the movement in assignments of Teaching Assistants between buildings.

From:	A 2110.120-12-1229	Teaching Asst Inst Salary PES	\$35,208
To:	A 2110.120-22-1229	Teaching Asst Inst Salary PES	\$35,208

4. Fall Semester Student Teacher Placements

the recommendations of Mrs. Emily Bonadonna and Mr. Brian Amesbury, Primary-Elementary Principals for:

- Aimee Hawkins, Nazareth University with Pat Davis- September 3-October 18, 2024

the recommendation of Mrs. Marissa Logue, Academy Principal, for:

- Aimee Hawkins, Nazareth University with Josh Mull- October 21-December 13, 2024

5. Fall Semester Field Placement

the recommendation of Mrs. Marissa Logue, Academy Principal, for:

- Joe Guy, Hobart William Smith with Matt Walters- September 5-December 3, 2024

6. New Scholarship

the request of Mrs. Marissa Logue for a new scholarship; **Canandaigua Country Club Men's Association- Steve Lacrosse**. The \$1,000 scholarship will be given to a senior male lacrosse player who plans on furthering his education. The recipient should set himself apart on and off the field demonstrating coachability, dependability, and loyalty.

7. Internal Audit

of the internal audit on Review of New York State Foundation Aid for the 2023-2024 school year.

8. Therapy Dog

the request of Mrs. Marissa Logue for the following therapy dog for the Academy.

- Rosie, owner is Melissa Armsden, Academy Teacher. Rosie is Goldendoodle.

9. Recommendations of the Committee on Special Education

recommendations of the Committee on Special Education meeting dates of: August 7,12, 13, 19, 20, 21, 22, 26, 27, 28,



Personnel

1. Non-Instructional Personnel

A. Removals

<u>Name</u>	<u>Position</u>	<u>Reason</u>	<u>Effective</u>
Barbara Snover	School Monitor	Resignation	8/27/2026
Mary Ayers	Teacher Aide	Terminated	9/5/2024
Stefanie Carney	Teacher Aide	Resignation	8/26/2024
Erin Vorhis	Teacher Aide	Resignation	9/19/2024

B. Leave of Absence

- 1) of Ellen Mahoney, Teacher Aide at the Primary School, for a leave of absence from September 3, 2024 through October 31, 2024.

C. Appointments

Pending Civil Service approval and NYSED fingerprint clearance where applicable:

<u>Name</u>	<u>Position</u>	<u>Effective</u>	<u>Rate</u>
Sage Callaghan	Substitute Teacher Aide	9/5/2024	\$15.00/hr.
Karen Weber	School Monitor	9/3/2024	\$15.44/hr.
David Whitt	School Bus Driver	8/30/2024	\$24.91/hr.
Keri Blauvelt	School Bus Driver	8/28/2024	\$24.91/hr.
Taylor Meade	School Bus Driver	8/28/2024	\$24.91/hr.
Keri Keefe	School Bus Driver	8/28/2024	\$24.91/hr.
Josh Sprentall	Substitute Lifeguard	9/3/2024	\$15.00/hr.
Donovan Smith	School Bus Driver	8/28/2024	\$25.40/hr.
Amber Keppen	Teacher Aide	9/9/2024	\$15.35/hr.

2. Instructional Personnel

A. Leave Of Absence

- 1) of Kaylee Rose, 5th Grade Teacher, for a leave of absence from September 3, 2024 through October 25, 2024.

B. Amendment: Collen Tauriello, approved at the August 26, 2024 Board meeting to a 3-year probationary Elementary Education Teacher position with an effective date of September 25, 2024, is being amended to an effective date of September 1, 2024.

C. Interim Substitute

the following individual for an Interim Substitute 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>
Andrew Sheldon	PE Teacher	Middle School	9/3/2024
Jennifer Lyons	5 th Grade Teacher	Elementary School	9/3/2024 – 10/25/2024



D. Mentors

the following individuals to be Mentors for the 2024-2025 school year at rates in accordance with contract:

Level I Mentor
Theresa Morabito
Sam Marren
Kristin Kelly
Leah Stevens
Stephanie Piper
Abbey Baccari
Sean Perry
Chris Rodriguez
Jen Coles-Lloyd
Abbey Baccari
Danae Sciolino
Patrick Davis
Abby Zanowick
Jean Hoyt
Brooke Warren
Rachel Ludwig
Phill Thomas
Carrie Ieda
Oresha Peterson

Mentee
Melissa Armsden
Kelya Bay
Nicole Bindler
Maryanne Dobreski
Allison Donovan
Sarah Ducar
Matt Erman
Matt Groot
Sara Kelly
Jessica Mahoney
Joseph Martino
Amy O'Connor
Alyssa Palmer
Courtney Paris
Jennifer Rhode
Ashley Stitt
Francis Straub
Colleen Tauriello
Lydia Wizeman

Level II Mentor
Dale Werth

Mentee
Middle School

E. Contract Substitute Teacher

the following individuals to Contract Substitute Teacher positions for the 2024-2025 school year at the approved rate:

Luc Pereira – Academy
Kelsey Villone – Primary School
Chase Boggs – Middle School

F. Certified Substitute Teachers

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

Morgan Preston
Paula Davis – School Counselor

G. Non-Certified Substitute Teachers

the following individuals 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:

Michael Thompson
Kymberly Cross
Hannah Newcomb
Grace Murdock
Sharon Cole



H. Co-Curricular & Stipend Positions 2024-2025 School Year

the following individual to co-curricular and stipend positions at rates in accordance with contract:
Snow Sports Club (Elem), Elementary School, Carly Camp, level A-step 2

End of Consensus Agenda

Board Committee Reports

Audit Committee

Mr. Milton Johnson reported out on behalf of the Audit Committee which met on September 6. The Committee reviewed internal audit focus area of state aid, which received a clean report. Also, reviewed was the school lunch fund and tax rates for the 2024-2025 school year. The next meeting is scheduled for October 4.

Upcoming Events

- September 10- Bus Evacuation Drills
- September 11- CIE Meeting
- September 12- Academy Open House
- September 17- Senior Parent Night
- September 23- Board of Education Meeting
- September 26- Middle School Open House (Grades 7th & 8th)
- October 4- Audit Committee Meeting
- October 7- Board of Education Meeting
- October 10- Primary Open House
- October 11- District Emergency Drills- Half day for all students
- October 14- Columbus- Indigenous Peoples' Day
- October 16- Policy Committee Meeting
- October 17- CA Sports Hall of Fame
- October 17- Elementary Open House
- October 18- Homecoming

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 7:08 p.m. The next Regular meeting will be on September 23, 2024 at 6:30 p.m.

Respectfully submitted,

Deborah Sundlov
District Clerk

**CANANDAIGUA CITY SCHOOL
DISTRICT PHYSICAL EDUCATION
PLAN**

2024-2025



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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: 26,840 (US Census Data)
- ▶ Total Student Enrollment: 3134

School Buildings, Grade Levels, Number of Students

- ▶ Primary School: Grades UPK-2 (676)
- ▶ Elementary School: Grades 3-5 (765)
- ▶ Middle School: Grades 6-8 (692)
- ▶ Academy: Grades 9-12 (1001)

**Note - Numbers as of September, 2024*

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 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/meeting standards, effort 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 different combinations of 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 to 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 30 different sports, 2 unified teams and 81 other 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 a 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.

K-2 Physical Education Grading Rubric

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

K-2 Physical Education Program

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.

<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		

CANANDAIGUA ELEMENTARY (3-5)

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.

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.

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 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/MEETING STANDARDS** = Gives minimal effort during activity. **(+1) AVERAGE PARTICIPATION/MEETING STANDARDS** = Gives average effort during activity. **(+2) MAXIMUM PARTICIPATION/MEETING STANDARDS** = Gives maximum effort during activity. **(+3)**

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 Training
Dance	Tennis	Football	Cardio Machines
Cooperative Games	Wrestling	Handball	Yoga
Lawn Games	Disc	Floor Hockey	Fitness Testing
		Basketball	
		Volleyball	
		Softball	

**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.

CANANDAIGUA ACADEMY (9-12)

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/MEETING STANDARDS** = Gives minimal effort during activity. **(+1) AVERAGE PARTICIPATION/MEETING STANDARDS** = Gives average effort during activity. **(+2) MAXIMUM PARTICIPATION/MEETING STANDARDS** = Gives maximum effort during activity. **(+3)**

9-12 Physical Education Program

<i>SOCIAL SKILL DEVELOPMENT</i>	<i>INDIVIDUAL SKILL DEVELOPMENT</i>	<i>TEAM GAMES/SPORTS</i>	<i>WELLNESS/ FITNESS</i>
Lawn Games	Swimming	Soccer	Snow Shoeing
	Tennis	Football	Biking
	Golf	Handball	Circuit Training
	Archery	Floor Hockey	Functional Fitness
	Badminton	Basketball	Weight Lifting
	Pickleball	Volleyball	Yoga
	Shelter Building	Ultimate Frisbee	
	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 demonstrates 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"> ✓ 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 <ul style="list-style-type: none"> ✓ 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 <ul style="list-style-type: none"> ✓ 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 demonstrates 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"> ✓ 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 <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ 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 demonstrates 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"> ✓ 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 <p>✓ Additional Health-Enhancing Behaviors 3.2</p> <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 <p>✓ Self-Expression/ Enjoyment 5.3</p> <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 demonstrates 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"> ✓ 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 <p>STANDARD 4</p> <ul style="list-style-type: none"> ✓ 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 <p>STANDARD 6</p> <ul style="list-style-type: none"> ✓ 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
SOCIAL SKILL DEVELOPMENT <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 demonstrates 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"> ✓ 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. <p>STANDARD 3</p> <ul style="list-style-type: none"> ✓ 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 demonstrates 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"> ✓ 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. ✓ 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
TEAM SPORTS <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 demonstrates 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"> ✓ 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"> 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 demonstrates 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"> ✓ 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 <p>✓ Additional Health-Enhancing Behaviors 3.2</p> <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
SOCIAL SKILL DEVELOPMENT <ul style="list-style-type: none"> ● Project Adventure ● Dance ● Cooperative Games ● 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 demonstrates 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"> ✓ 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 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 ● Cardio Machines ● 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 demonstrates 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"> ✓ 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 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
INDIVIDUAL SKILLS <ul style="list-style-type: none"> ● Swimming ● Tennis ● Wrestling ● Disc 	<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 demonstrates 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"> ✓ 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 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
TEAM SPORTS <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 demonstrates 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"> ✓ 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 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
FITNESS/ WELLNESS <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 demonstrates 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 <p>✓ Additional Health-Enhancing Behaviors 3.2</p> <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>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 demonstrates 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
INDIVIDUAL SKILLS <ul style="list-style-type: none"> ● Swimming ● Tennis ● Golf ● Archery ● Badminton ● Pickleball ● 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 demonstrates 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
TEAM SPORTS <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 demonstrates 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 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"> 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 demonstrates 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 a 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"> ✓ 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 2024-2025

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 (PACER test), 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, Learning 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

2024-2025 Primary Physical Education Curriculum Outline

Ceravolo, Mullen, Sheridan, Wallwork

SKILLS UNIT	LESSONS
Rules/Routines/Expectations	3
Soccer	5
Fitness Testing-	2
Throwing/Catching	5
Fall Seasonal Games	3
Parachute	3
Cooperative Games	5
Gymnastics	4
Winter Games	4
Basketball	5
Floor Hockey	4
Bowling	4
Adventure Trail	2
Jump Rope/Hula Hoop	4
Kickball	3
Tee-Ball	2
Nutrition	2
Dance	4
Omnikin Ball	4
Fitness Testing	2
Field Day Practice	3
Spring Games	6

*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 2024-2025

SKILLS UNIT	DATE:	LESSONS
Introduction/Rules/Playground	Sept 5-10	2
Fitness Testing	Sept 11-12	1
Recreational Games	Sept 16-24	3
Soccer	Sept 25-Oct 3	3
Football	Oct 7-16	3
Gaga/Striker Ball	Oct 17-24	3
Fall Games/Seasonal	Oct 28-31	2
Wrestling	Nov 4-7	2
Gymnastics/Yoga	Nov 8-21	3
Nutrition Unit/Yoga	Nov 20-26	1
Speed Stacking	Dec 4-12	3
Winter/Seasonal Games	Dec 16-20	2
Review Rules	Jan 6-7	1
PACER/Hockey	Jan 8-16	4
Team Handball	Jan 21-Feb 3	2
Puberty Ed (5th grade)	TBD	1
Bowling	Feb 4-7	2
Fitness Fun Week	Feb 11-14	2
Basketball/PACER	Feb 24-Mar 6	3
Volleyball	Mar 10-18	3

Tentative Swim Dates:

- **Ward: Mar 24-April 22 -- 8-9 lessons**
- **Sweet: April 23-May 14 -- 8-9 lessons**
- **Marsh: May 15 - June 10-- 8-9 lessons**

Spring Units (Mar 24 - June 10): *Scheduled differently with PE teachers around swim dates*

- **Orienteering, Baseball, Softball, Track & Field, Racquet Sports, Lacrosse, Archery (5th only)**

5th Grade Field Day

June 20 / Raindate: June 18

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 and 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 and sit-ups.

Canandaigua Middle School

Physical Education

Course Outline and Expectations

Teachers & Contact Information:

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

THE COURSE

PHYSICAL EDUCATION UNITS

Basketball	Football	Swimming	Cardio Machines
Cooperative Games	Handball	Team Games	Wrestling
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 & Meeting Standards— Three points are earned when a student participates willingly in all aspects of physical education class with maximum effort demonstrating taught standards. Two points are earned when a student participates willingly in most aspects of physical education class with good effort demonstrating taught standards. One point is earned when a student needs to be reminded to participate in physical education class and gives minimal effort demonstrating taught standards. Zero Points are given if the student refuses to participate during physical education class.

■ **Standards to be demonstrated:**

- 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.

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.
 - Daily points:
 - **Responsibility**— One point is earned when a student 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 & Meeting Standards**— Three points are earned when a student participates willingly in all aspects of physical education class with maximum effort demonstrating taught standards. Two points are earned when a student participates willingly in most aspects of physical education class with good effort demonstrating taught standards. One point is earned when a student needs to be reminded to participate in physical education class and gives minimal effort demonstrating taught standards. Zero Points are given if the student refuses to participate during physical education class.
 - **Standards to be demonstrated:**
 - 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.
- 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.

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

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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

2024-2025

"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@canandaiguaschools.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	<p>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.</p>	<p>Skills are adequate. Mostly uses proper techniques and is usually successful in executing them. Knows and tries to follow most rules of the game.</p>	<p>Skills are superior. Uses proper techniques and is successful in executing them. Knows and always follows the rules of the game.</p>

Cooperative Games Rubric

Grades	1 Developing	2 Meeting Expectations	3 Surpassing Expectations
3rd, 4th, 5th	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.

Gymnastics Rubric

Grades	1 Developing	2 Meeting Expectations	3 Surpassing Expectations
3rd, 4th, 5th	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.

Dance/Rhythmic Movements Rubric

Grades	1 Developing	2 Meeting Expectations	3 Surpassing Expectations
3rd, 4th, 5th	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.

Aquatics Rubric

Grades	1 Developing	2 Meeting Expectations	3 Surpassing Expectations
3rd, 4th, 5th	<p>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.</p>	<p>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.</p>	<p>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.</p>

Behavior Rubric

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

Canandaigua Academy & Middle School Rubric

RESPONSIBILITY	= Enters & leaves on time. Changes into PE attire.
BEHAVIOR	= Acts safely & follows all instruction.
POOR	
PARTICIPATION/ MEETING STANDARDS	= Minimal effort.
GOOD	
PARTICIPATION/ MEETING STANDARDS	= Good effort.
MAXIMUM	
PARTICIPATION/ MEETING STANDARDS	= Maximum effort. Utilizes instructed techniques.

Canandaigua Primary School

Physical Education Grades UPK-2

TEACHING SCHEDULE

2024-2025

SHERIDAN	Monday	Tuesday	Wednesday	Thursday
9:15 - 10:00	March	Genecco	March	Genecco
10:05 - 10:50	Pawlak / Kelly	GB/McGuire	Pawlak / Kelly	GB/McGuire
10:55 - 11:40	LUNCH	LUNCH	LUNCH	LUNCH
11:45 - 12:30	Ducar	Jenkins	Ducar	Jenkins
12:35 - 1:20	JM Smith	Kanaley	JM Smith	Kanaley
1:25 - 2:10	Castellon	Wood	Castellon	Wood
2:15 - 3:00	Bickel/Benoit	Coles-Lloyd 8:1:1	Bickel/Benoit	Coles-Lloyd 8:1:1

MULLEN	Monday	Tuesday	Wednesday	Thursday
9:15 - 10:00	Beaudoin	Miller	Beaudoin	Miller
10:05 - 10:50	Boyer/Fikes	Sabin	Boyer/Fikes	Sabin
10:55 - 11:40	Steve	Bates/Amberg	Steve	Bates/Amberg
11:45 - 12:30	Natale	Mahoney	Natale	Mahoney
12:35 - 1:20	LUNCH	LUNCH	LUNCH	LUNCH
1:25 - 2:10	CACC	CACC	CACC	CACC
2:15 - 3:00	CACC	CACC	CACC	CACC

CERAVOLO	Monday	Tuesday	Wednesday	Thursday
9:15 - 10:00	Consaul	Madia	Consaul	Madia
10:05 - 10:50	Ky Hart	S. Scott TK	Ky Hart	S. Scott TK
10:55 - 11:40	Piper/Glover	Thomas	Piper/Glover	Thomas
11:45 - 12:30	Baccari	Donovan	Baccari	Donovan
12:35 - 1:20	LUNCH	LUNCH	LUNCH	LUNCH
1:25 - 2:10	Kovalovsky	Dobies	Kovalovsky	Dobies
2:15 - 3:00	Phillips 12:1:1	Doud 12:1:1 FC	Phillips 12:1:1	Doud 12:1:1 FC

WALLWORK	Monday	Tuesday	Wednesday	Thursday
9:15 - 10:00	LaShomb/Graham	Hopkins	LaShomb/Graham	Hopkins
10:05 - 10:50	LUNCH	LUNCH	LUNCH	LUNCH
10:55 - 11:40	Erhardt	Lupton	Erhardt	Lupton
11:45 - 12:30	Wells	McElligott/Mathers	Wells	McElligott/Mathers
12:35 - 1:20	Scheemaker	LaFave	Scheemaker	LaFave
1:25 - 2:10	Clingersmith	Avery	Clingersmith	Avery
2:15 - 3:00	OFF	OFF	OFF	OFF

*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

2024-2025

	Sweet Monday Wednesday	Sweet Tuesday Thursday	Ward Monday Wednesday	Ward Tuesday Thursday	Marsh Monday Wednesday	Marsh Tuesday Thursday	Myers Monday Wednesday	Myers Tuesday Thursday
Planning Period								
9:15 - 10:00 (45 min)	Grade 4 Herod	OFF	Grade 4 Zacharias Smith	Grade 4 Hawkins Smith	Grade 4 McCarthy	Grade 4 Bills		
10:05 - 10:50 (45 min)	Grade 5 Bay	Grade 5 Sproule	Grade 5 Parker Arist	Grade 5 Rose Arist	Grade 5 Consaul Lawrence	Grade 5 Dobreski		
10:55-11:40 (45 min)	Grade 5 Ieda Marren	Grade 5 Tauriello Marren	Grade 5 McCarthy	Grade 5 Thompson	Grade 5 Samatulski	Grade 5 Polimeni		
11:45 - 12:30 (45 min)	Lunch	Lunch	Lunch	Lunch	Grade 4 Gross Peterson	Grade 4 Vassello Peterson		
12:35 - 1:20 (45 min)	Grade 4 Clement Wizeman	Grade 4 Casper Deane	Grade 4 Close	Grade 4 Gleason	Lunch	Lunch		
1:25 - 2:10 (45 minutes)	Grade 3 Carson	Grade 3 Lloyd	Grade 3 O'Reilly	Grade 3 Harris	Camp & Mast Elementary Self Contained	Benza Self-Contained	Grade 3 Belles	Grade 3 Tyler
2:15 - 3:00 (45 minutes)	Grade 3 Jimenez Jensen	Grade 3 Hart	Grade 3 Paris Werth	Grade 3 Hoyt	OFF	Grade 3 Dziubek		

*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

2024-2025 TEACHING SCHEDULE

A Day	7:30-7:45 (M,W,R, F) 7:45-8:01 (T)	B Day
Owdie- 7/8 Girls Werth- 7/8 Boys Staff- 7/8 Boys	1 7:49-8:29 8:05-8:43	Owdie- 7/8 Girls Werth- 7/8 Boys
Aparo- Modified Werth- 7/8 Boys Staff- 7/8 Girls	2 8:33-9:13 8:47-9:25	Owdie- 7/8 Girls Werth- 7/8 Boys Staff- 7/8 Boys
Owdie- 7/8 Girls Werth- 7/8 Boys	3 9:17-9:57 9:29-10:07	Aparo- 7/8 Girls Staff- 7/8 Boys
Owdie – 6 th Girls Aparo- APE Staff- 6 th Boys	4 10:01-10:41 10:11-10:49	Owdie- 6 th Girls Werth- 6 th Boys Staff-6th Boys
Owdie- 7/8 Girls Werth- 7/8 Boys Staff- 7/8 Boys	5 10:45-11:25 10:53-11:31	Owdie- 7/8 Girls Aparo- Modified Werth- 7/8 Boys
LUNCH	6 11:29-11:59 11:35-12:05	LUNCH
Aparo- 7 th Girls Werth- 7 th Boys	7 12:03-12:43 12:09-12:47	Owdie- 7 th Girls Staff- 7 th Boys

Owdie – 6 th Girls	8	Owdie- 6 th Girls
Werth- 6 th Boys	12:47-1:27	Staff- 6 th Boys
Staff- Modified	12:51-1:29	Werth- Travel
Owdie- 6 th Girls	9	Aparo- 7/8 Girls
Staff- 6 th Boys	1:31-2:14	Staff- 7/8 Boys
	1:33-2:14	Werth- Red House

*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

2024-2025

A & B Day

	1 7:35 - 8:17	2 8:21 - 9:02	3 9:06 - 9:47	4 9:51 - 10:39	5 10:43 - 11:24	6 11:28 - 12:09	7 12:13 - 12:54	8 12:58 - 1:39	9 1:43 - 2:24	Activity 2:28 - 3:00
A Day										
Welch	APE		9/10	9/10	LUNCH	9/10		9/10	9/10	
Segbers	9/10	9/10		9/10	9/10	LUNCH	9/10		9/10	
Myers	9/10	9/10		9/10		9/10	LUNCH/ Travel	Elem. Sch. 1:25-2:10		
Ellis		9/10	9/10		9/10	LUNCH	9/10	9/10	9/10 MOD	
B Day										
Welch		PF		PF	PF	LUNCH	PF	OUT	PF	
Segbers	TG		TG		TG	TG	LUNCH	TG	TG	
Myers	APE	IND		IND		IND	LUNCH/ Travel	Elem Sch. 1:25-2:10		
Ellis	TG		TG		TG	TG	LUNCH	TG	TG	

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

**Canandaigua City School District Physical
Education
Staff Certifications
2024-2025**

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
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 in classroom with student due to a physical, mental, emotional or behavior need and provide support in class activities. Consideration must be made for size of students in the class and makeup of the students in the class.

3. Modified physical education with accommodations for special equipment and/or adaptive devices.

- For Example:
 - Student pushed into a regular class with *modified curriculum*. Student remains in regular class until safety and success is a concern. Student may be taken to an alternate location.
 - Student pushed into a regular class with *modified curriculum*. Student remains in regular class until safety and success is a concern. Student may be taken to an alternate location. Student requires 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.

4. Adapted physical education.

- For Example:
 - Student needs to be pulled out from regular class and do *different PE curriculum* in an alternate location. Consideration must be made for size of students in class and makeup of the students in the class.
 - Student needs to be pulled out from regular class and do *different PE curriculum* in an alternate location. Student requires 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 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 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"/>
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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:

Recommendation of APE Services:

Physical Education Goals:

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Person Completing Form	Title	Date
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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 City School District

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 predominantly 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 eligibility status through ParentSquare. The District updated Academic Study Hall in 2023.

Canandaigua City School District

Extra-Curricular Eligibility Policy

Canandaigua City School District - Extracurricular Eligibility



Grades Reported - ASH Cycle Begins

If a student is failing one or more classes, they are required to attend Academic Student Hall (ASH). Family receives ASH notification via ParentSquare Secure Document Alerts

1

Week One

Student attends ASH Monday, Tuesday, Wednesday, and Thursday

Student must complete the BLUE CHECK IN SHEET with their updated grades by Friday at Noon
Student hands the Blue Check in sheet to Mr. Lord (CMS), Mrs. Fisher (CA).

Student is passing ALL classes

Student is still failing one or more classes

OR

Student misses unexcused day or days of ASH

OR Student does not hand in the blue sheet

2

Additional Week(s)

Student is NOT required to attend ASH for the remainder of the cycle

Additional Week(s)

Student continues to attend ASH Monday through Thursday for the remainder of the ASH Cycle



Grades Reported - Cycle Repeats

Grades are reported and if a student is failing one or more classes, they are required to attend Academic Student Hall (ASH) and begin/repeat the cycle



IMPORTANT: If a student does NOT attend Academic Study Hall

- During the ASH period, if a student does not attend a day of ASH, they cannot participate in the next day's event, but they still need to be in attendance at the event or contest.
- If they do not attend ASH on a Thursday, they are not eligible to play through the weekend.
- An absence at ASH will be communicated to the student, families, and coaches via ParentSquare.

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 offseason. 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; and 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 30. Any action deemed to be a serious breach of citizenship over the summer recess may result in disciplinary action. Any 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

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. The extra-curricular code of conduct is available on the website, is reviewed by the coaching staff, and is shared with families while signing up through Family ID.

D. School Requirements:

Attendance – In accordance with Board Policy 7400, 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 7400, 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 a 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 (Updated September 2023)

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 if the student does not attend Academic Study Hall or if a "opts out" of Academic Study Hall and does not bring their grade(s) in question to a satisfactory academic level (passing).

B. Academic Eligibility Cycle

Parents, students, advisors and coaches will be notified of a student's placement in Academic Study Hall via ParentSquare. Academic Study Hall runs from Monday through Thursday during the week and remains in place for one to three weeks. A student will remain in Academic Study Hall if satisfactory academic levels are not achieved at the conclusion of the first week of the two/three-week period. Therefore, a student may be able to get out of Academic Study Hall after one week if their grade(s) have been brought to a satisfactory level. The Academic Eligibility Cycle will be repeated every two to three weeks during the school year.

C. Rules for Academic Study Hall Attendance

-A student that is engaging in an Extra-Curricular Activity (all sports teams, the fall play, the CMS musical, the Academy musical, and the Robotics team) 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 continue to maintain eligibility to participate in their Extra-Curricular Activity.

-If a student does not attend and/or follow all rules related to attendance and behavior for Academic Study Hall, they cannot participate in the practice/activity/game the following day or the next time the activity meets. If the

student does not attend Academic Study Hall on a Thursday, they cannot participate in activities throughout the weekend.

-A student must attend Monday through Thursday each week they are in Academic Study Hall to be eligible to participate, 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 "right 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.

IV. 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 Section 3214. 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. The conference may take place by phone.

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 (ie. 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.

Students are not able to attend and activities on days that have Off Site Suspension or In School Suspension. After their school suspension is over, if they cannot play in contests or participate in an activity due to a consequence, they are expected to attend the activity. 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 extracurricular expectations specific to a given activity or group.

Depending on the nature of the violation, the District may impose a penalty that is more harsh than outlined above, including dismissal from the Extra-Curricular activity, even for a first offense.

E. 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.

F. 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.

G. 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.

Updated: October 2024

Canandaigua City School District

Online Registration to Play Sports

INFORMATION NEEDED TO REGISTER:

When registering your student-athlete please be prepared to submit physician information, student health history, current medications, restrictions on physical activity, and a current physical.

Our registration system has changed to Final Forms.

The physical must give sports clearance, with a passing vision and be dated within a year of starting the sport. You can check in the parent portal to see if the latest physical we have on file for your child will satisfy this requirement. The physical date is in the parent portal under the health tab. If your child does not have a current physical on file – please schedule their appointment, and when completed upload a copy to Family ID, or submit a copy of the physical to the health office.

No Payment is required to participate in any interscholastic sport in grades 7-12 in the Canandaigua City School District.

Canandaigua City School District

Staff and Community Use of School Facilities

Fitness Trails

In partnership with the American Heart Association, the District has established fitness trails at each building campus. In addition to being used by students during the school day, these trails are open to the general public after school hours.

Access the Walking/Running Trail Maps [Here](#).

Community Groups

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 be approved by the district.
2. Request a location/facility - Date / Time / Location / Extra Needs
3. You will be notified by email if your request has been approved.

Access the Facilities Request Application / Login [HERE](#).

Academy Theatre

The Canandaigua Academy Theatre is a state-of-the-art commercially designed theater located in a public high school. The facilities support the theater and music programs at Canandaigua Academy (high school) but are also available to not-for-profit groups for rent.

[Learn More](#)

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 Kids Heart Challenge program we have raised tens of thousands of dollars over the years, including over \$20,000 in 2023-24.

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 2nd and 5th graders have 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 5th graders finish with a 1-mile race.

Canandaigua Middle School

INTRAMURALS

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

The 6th grade teams will rotate every other week.

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
 - Wiffle Ball / Softball
 - Student Choice

Book Title	Author	Publication Date
Star Wars The Clone Wars The New Padawan	Grosset & Dunlap	2008
Blast to the Past #1 Lincoln's Legacy	Stacia Deutsch & Rhody Cohon	2005
Blast to the Past #2 Disney's Dream	Stacia Deutsch & Rhody Cohon	2005
Blast to the Past #3 Bell's Breakthrough	Stacia Deutsch & Rhody Cohon	2005
Blast to the Past #4 King's Courage	Stacia Deutsch & Rhody Cohon	2006
Blast to the Past #5 Sacagawea's Strength	Stacia Deutsch & Rhody Cohon	2006
Diary of a Minecraft Zombie: Insides Out	Scholastic Inc.	2016
Encyclopedia Brown: Boy Detective	Donald J. Sobol	1963
Amber Brown is Feeling Blue	Paula Danziger	1998
Super Chicken Nugget Boy and the Furious Fry	Josh Lewis	2010
Elmer and the Dragon	Ruth Stiles Gannett	1950
Freckle Juice	Judy Blume	1971
Triplet Trouble and the Class Trip	Debbie Dadey & Marcia Thornton Jones	1997
Punished	David Lubar	2006
The Monster in the Third Dresser Drawer	Janice Lee Smith	1981
Junie B. Jones and the Sneaky Peeky Spying	Barbara Park	1994
Bionicle Legends #9 Shadows in the Sky	Greg Farshtey	2008

Spike It! Can Jamie Learn to Live with Her New Stepsister?	Matt Christopher	1998
Versus Volume 1: Team Spirit	Christy Marx	2007
Jake Drake, Class Clown	Andrew Clements	2002
Star Wars Boba Fett	Elizabeth Hand	2003
The 18th Emergency	Betsy Byars	1973
Dial-a-Ghost	Eva Ibbotson	1996
Magic Tree House #9: Dolphins at Daybreak	Mary Pope Osborne	1997
Magic Tree House #11: Lions at Lunchtime	Mary Pope Osborne	1998
The Best Halloween Ever	Barbara Robinson	2004
Encyclopedia Brown Finds the Clues	Donald J. Sobol	1966
Encyclopedia Brown Super Sleuth	Donald J. Sobol	2009
Encyclopedia Brown and the Class of the Secret Pitch	Donald J. Sobol	1965
Encyclopedia Brown Gets His Man	Donald J. Sobol	1967
Encyclopedia Brown Solves Them All	Donald J. Sobol	1968

Magic Tree House #15 Viking Ships at Sunrise	Mary Pope Osborne	1998
The Case of the Felon's Fiddle	E.W. Hildick	1982
To Grandmother's House We Go	Lawrence DiFiori	1986
Big Red Apple	Tony Johnston	1999
Tennis Ace	Matt Christopher	2000
American Tall Tales (6 copies)	Lauren Myracle	2003
The Call of the Wild (4 copies)	Sean McCollum	2003
Narrative of the Life of Frederick Douglass (6 copies)	Zarle Williams	2003
Wuthering Heights (6 copies)	Lauren Myracle	2003
A Midsummer Night's Dream (6 copies)	Deborah Sussman Susser & Eric Sussman Susser	2003
The Field of the Dogs (3 copies)	Katherine Paterson	2001
Diary of a Minecraft Zombie: Zombie Goes to Camp	Scholastic Inc.	2015
Golden Mountain Chronicles:1867 Dragon's Gate	Laurence Yep	2001
Rascal (2 copies)	Sterling North	1963

Don't Call Me Beanhead	Susan Wojciechowski	1994
A Christmas Carol	Charles Dickens	1965
Raising Cain: Protecting the Emotional Life of Boys	Dan Kindlon, Ph.D. & Michael Thompson, Ph.D.	2000
The Orphan Train Quartet: A Family Apart	Joan Lowery Nixon	1987
Ice Magic	Matt Christopher	1973
Wild Card	Tiki Barber & Ronde Barber	2009
Prisoner of Vampires	Nancy Garden	1984
A Long Way From Chicago	Richard Peck	1998
The Dark Frigate	Charles Boardman Hawes	1971
A Child Called "It"	Dave Pelzer	1995
Chocolate Fever	Robert Kimmel Smith	1972
Nothin' But Net	Matt Christopher	2003
Skateboard Tough (2 copies)	Matt Christopher	1991
Pressure Play	Matt Christopher	1993

Diary of a Minecraft Zombie: Bullies and Buddies	Scholastic Inc.	2015
The Dragons of BlueLand	Ruth Stiles Gannett	1951
Encyclopedia Brown and the Case of the Midnight Visitor	Donald J. Sobol	1971
Stuart Little	E.B. White	1945
Pay it Forward	Catherine Ryan Hyde	1999
Star Wars Boba Fett: Maze of Deception	Elizabeth Hand	2002
Snowboard Showdown	Matt Christopher	1999
Star Wars Rebel Force: Trapped	Alex Wheeler	2010
Birdwing	Rafe Martin	2005
Redwall	Brian Jacques	1986
The Giggler Treatment	Roddy Doyle	2000
Fighting Blind	Paul Siefken	2003
Iron Man: The Junior Novel	Stephen Sullivan	2008
On the Court With Yao Ming	Matt Christopher	2004

Frog Soup and Bug Breath	Janet Adele Bloss	1991
The Pinballs	Betsy Byars	1977
Bernie Magruder and the Bats in the Belfry	Phylis Reynolds Naylor	2003
Soccer Duel	Matt Christopher	2000
Muggie Maggie	Beverly Cleary	1990
Starring Grace	Mary Hoffman	2000
Explorer Books: Wolves	Julia L. Andrews	1991
Wingman on Ice	Matt Christopher	1964
Star Wars Jedi Quest: The Trail of the Jedi	Jude Watson	2002
Star Wars Jedi Quest: The Way of the Appearance	Jude Watson	2002
Diary of a Minecraft Zombie: Back to Scare School	Scholastic Inc.	2015
Pokemon: Secret of the Pink Pokemon	Tracey West	2017
Voyage on the Great Titanic: The Diary of Margaret Ann Brady	Ellen Emerson White	1998
My Side of the Mountain	Jean Craighead George	1959

The Birthday Room	Kevin Henkes	1999
The Secret Garden	Frances Hodgson Burnett	1999
Bridge to Terabithia	Katherine Paterson	1977
Walk Two Moons (2 copies)	Sharon Creech	1994
White Lilacs	Carolyn Meyer	1993
Ready, Freddy! Homework Hassles	Abby Klein	2004
Magic Tree House #7 Sunset of the Sabertooth	Mary Pope Osborne	1996
A Jigsaw Jones Mystery: The Case of the Kidnapped Candy	James Preller	2007
The Great Quarterback Switch	Matt Christopher	1984
Rubber Houses	Ellen Yeomans	2007
Monster Road	David Lubar	1999
Frightful's Mountain	Jean Craighead George	1999
Howl's Moving Castle	Diana Wynne Jones	1986

The Vampire Hound	Jim Kraft	2001
On the Court with Venus and Serena Williams	Matt Christopher	2002
Star Wars Boba Fett: Crossfire	Terry Bisson	2002
Star Wars Boba Fett: The Fight to Survive	Terry Bisson	2002
Marvin Redpost: Super fast, Out of Control	Louis Sachar	2000
World's Strangest "True" Ghost Stories	John Macklin	1991
Bunnicula	Deborah and James Howe	1979
Triplet Trouble and the Cookie Contest	Debbie Dadey and Marcia Thornton Jones	1996
Rock Solid Clues	Kate Boehm Jerome	2007
Star Wars The Clone Wars Operation: Huttlet	Grosset & Dunlap	2008
Star Wars The Clone Wars Captured	Grosset & Dunlap	2009
A Little Princess	Frances Hodgson Burnett	2000
Tuesdays with Morrie	Mitch Albom	1997

The Five People You Meet in Heaven	Mitch Albom	2003
Star Wars Episode 1 Journal: Anakin Skywalker	Todd Strasser	1999
Star Wars Episode 1 Journal: Queen Amidala	Jude Watson	1999
The 33	Hector Tobar	2014
Diary of a Minecraft Zombie: Zombie Swap	Scholastic Inc.	2015
Diary of a Minecraft Zombie: School Daze	Scholastic Inc.	2015
Diary of a Minecraft Zombie: Zombie's Birthday Apocalypse	Scholastic Inc.	2015
Diary of a Minecraft Zombie: Zombie Family Reunion	Scholastic Inc.	2015
Magic Tree House #12 Polar Bears Past Bedtime	Mary Pope Osborne	1998
Amber Brown is not a Crayon	Paula Danziger	1994