

**Please Note: These minutes are pending Board approval.  
Board of Education  
Newtown, Connecticut**

Minutes of the Board of Education meeting on August 18, 2015 at 7:30 p.m. in the council chambers, 3 Primrose Street, Newtown, CT

K. Alexander, Chair (absent)	J. Erardi
L. Roche, Vice Chair	R. Bienkowski
K. Hamilton, Secretary	4 Staff
D. Leidlein	30 Public
J. Vouros (absent)	2 Press
D. Freedman	
M. Ku	

Mrs. Roche called the meeting to order at 7:30 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

Dr. Erardi spoke about the five students from Reed and their math project last year which surveyed fifth grade students regarding their favorite grade. Mrs. Uberti and Mr. Hall were in attendance. The students were Jillian Reilly, Maddie Hintze, Mitchell Doherty, Tyler Hill and Justin Peck. They received certificates from the Board followed by a short reception.

Item 3 – Consent Agenda

The high school football field trip was removed from the consent agenda.

MOTION: Mrs. Leidlein moved that the Board of Education approve the consent agenda which includes the minutes of July 30, 2015, the high school girls soccer field trip, the donation of a vehicle to the high school automotive repair class, the resignations of Kateri Kenney, Geoffrey Millenson, Kristofer Kelso, Teri Alves, and the additional fall coaches. Mr. Freedman seconded. Motion passes unanimously.

The minutes of July 30, 2015 were requested to be removed from the consent agenda.

MOTION: Mrs. Ku moved to amend the minutes with suggested changes. Ms. Hamilton seconded.

Vote: 3 ayes, 2 abstained (Mrs. Leidlein, Mr. Freedman) Motion passes.

MOTION: Ms. Hamilton moved to approve the high school football field trip. Mrs. Ku seconded. Dr. Erardi said this is an overnight trip which has been budgeted for. The cost is \$140 for each student paid by the parents. The Board contribution is \$2,400. Motion passes unanimously.

Item 4 – Public Participation

Michael Wight, 6 Sweetbriar Lane, said the original CIP had two items for Hawley School. He asked why the Hawley projects were removed from the revised CIP.

Item 7 – New Business

High School Bleacher Contract:

MOTION: Ms. Hamilton moved that the Board of Education award the high school bleacher contract to the Gallivan Company. Mrs. Ku seconded.

Mr. Faiella said this company will also remove the bleachers and put them in the back field. They also seat twice as many as the old bleachers.

Motion passes unanimously.

CIP 2015-2016:

MOTION: Mr. Freedman moved that the Board of Education approve the CIP for 2015-2016. Mrs. Leidlein seconded.

Ms. Hamilton stated that Mr. Freedman would be taking over as chairman for her and spoke about the changes in the CIP. The Middle Gate roof was moved to 2016-17 to take advantage of a small business program from Eversource and Yankee Gas. They are also offering to install the gas line free to Sandy Hook School. The other change was adding turfing for the high school track. Regarding the Hawley HVAC project it was taken out because we haven't finished the conversation about consolidation of schools. The CIP can be amended when a decision is made.

Mrs. Ku was concerned about putting off the Hawley roof project which was removed last year. Mr. Freedman said we are far from any decision regarding the schools and should not have a major discussion now.

Mrs. Leidlein asked if we were making decisions about the CIP regarding school consolidation or for what is best for our schools.

Ms. Hamilton said when we had it in the CIP last year it was slated for 2019-2020. She couldn't see putting it back in since the Board of Finance took it out. She feels the project needs to be looked at again.

Mr. Faiella said the only project has been the boiler for Hawley but we need one additional boiler. The other piece is the HVAC which hasn't been touched. It evolved into another type of project. We need to assess our real needs there, finish the boiler plan and get A/C in the building.

Ms. Hamilton said the project was reviewed and is in the hands of the Public Building and Site Commission. We need to have greater discussions with the other groups.

Dr. Erardi said by not placing the Hawley project in the CIP means nothing more than recalibrating the project. He would want to make a commitment to that project. We are not compromising safety there. He wants to go forward the following year with that consideration.

Mrs. Ku asked if they could put off the vote.

Ms. Hamilton said we are supposed to present to the Board of Finance on August 27. This will go to the Public Building and Site Commission on August 25 for year one costs.

Mrs. Ku was not in favor of taking Hawley School off of the CIP. The work still needs to be done.

Mr. Freedman said we can put it back on the CIP after reviewing the project.

Mr. Faiella suggested meeting with the facilities committee and Bob Mitchell to review the project so we have a real number.

Mrs. Roche also wants the CIP committee to look at it.

Mr. Hamilton said it would be addressed next spring.

Vote: 2 ayes, 3 nays (Mrs. Roche, Mrs. Leidlein, Mrs. Ku) Motion fails.

Mrs. Leidlein wants a better understanding of why changes were made to the Hawley project and how those numbers will work so they are not the target for the school to be closed.

Mr. Freedman said the Board of Finance made the decision. We should move forward and get new cost figures for the Hawley project for next spring. We are making a poor decision to not pass it.

Ms. Hamilton said we are putting our projects in year one at risk. We can just approve the projects underway in 2015-16 and in year one move the projects ahead. There is no credibility if we make up a number. She is looking for Board direction before next meeting.

Mrs. Leidlein wants a better understanding of why Hawley projects have been taken off.

Mrs. Roche asked the Board to send questions to Ms. Hamilton and Mr. Freedman.

#### Item 5 - Reports

There was no chair report.

Superintendent's Report:

Dr. Erardi spoke about the current vacancies, the grant funded gates installed at each school, the new Raptor System being used for checking in visitors, and the preschool program at Head O'Meadow has been relocated to the high school. He will be receiving enrollment figures from the schools as of August 28. At the close of last Wednesday the enrollment projection was within 13 students. The largest increase was 25 new students at Hawley School. The NEASC visiting committee will be here October 4 through October 7. Convocation is August 24 at the high school. He is looking for direction from the Board regarding presentation of the annual reports. Lisa Narayanan our paraprofessional of the year is also a finalist for the Connecticut Paraprofessional of the Year. Our new assistant superintendent Jean Evans Davila will start August 20. He met with the Commission on Aging and asked seniors to be part of our speakers bureau.

Committee Reports:

Mrs. Ku said the Curriculum & Instruction Committee met August 10. They have moved the high school science curriculum forward and discussed doing a self study for science.

Mrs. Roche said the Climate & Culture Committee will meet next Monday.

Year-end Financial Report:

MOTION: Mrs. Leidlein moved that the Board of Education approve the year-end financial report and transfers dated June 30, 2015. Mrs. Ku seconded.

Mr. Bienkowski gave his presentation was was pleased to report that we ended the year in the black.

Ms. Hamilton asked what we have spent so far from the school security grant..

Mr. Bienkowski stated that we are eligible for reimbursement for what was spent in 2013-14.

The current year we have spent approximately \$300,000.

Mr. Freedman asked if we had a plan when the grant money runs out.

Dr. Erardi stated that we have a meeting this week with the Department of Justice to discuss this and if there will be a fund balance to address our ongoing needs.

Mr. Freedman asked about the money in the Sandy Hook fund.

Mr. Bienkowski said that money was donated for the proposed Sandy Hook School. We have used some of it for the reimbursement of the project facilitator and other project expenses.

Motion passes unanimously.

Financial Report Month Ending July 31, 2015:

MOTION: Ms. Hamilton moved that the Board of Education approve the financial report for the month ending July 31, 2015. Mrs. Leidlein seconded. Motion passes unanimously.  
Motion passes unanimously.

Item 6 – Old Business

MOTION: Ms. Hamilton moved that the Board of Education approve the grades five and six social studies curricula. Mrs. Ku seconded. Motion passes unanimously.

MOTION: Mrs. Ku moved that the Board of Education approve the K-4 physical education curriculum. Ms. Hamilton seconded. Motion passes unanimously.

MOTION: Ms. Hamilton moved to approve the K-12 curriculum development guide.  
Mr. Feedman seconded.

Ms. Hamilton asked how we ensure with this process that the incoming fifth grade curriculum will match up with what is expected in grades seven and eight.  
Mrs. Ku said that information is not in this document

Dr. Erardi said the K-6 principals meet and look to put consistency in place between the schools. The Board asked for a five year plan which drives transition.

Ms. Hamilton said we may want to modify the document so the process is there. She asked if we ever tested the curriculum before it comes to the Board.

Dr. Erardi said we can pilot a program and report back on changes made. Sometimes the curriculum design changes. The teacher should ask why they are teaching this and the student should ask why they are learning this. C & I will look into this.

Mrs. Ku said there are several pilot programs we endorsed. She was not sure if we need to bring each pilot program to the Board.

Ms. Hamilton wanted to know what is best practice and what pilot programs are being taught. She said the Board doesn't necessarily have to approve the pilot programs but wants to be aware of what is being taught.

Mrs. Ku will provide a list of what C & I has gone through this past year.  
Motion passes unanimously.

Superintendent's Goals:

MOTION: Ms. Hamilton moved that the Board of Education approve the Superintendent's Goals for 2015-2016. Mr. Freedman seconded.

Ms. Hamilton asked for information on the grade nine honors academy.

Dr. Erardi said he looked at what happens to eighth graders moving to the high school. This academy will allow a group of similar students to take more challenging courses.

Ms. Hamilton asked how we would get community input regarding long term strategic planning.  
Dr. Erardi will bring this to the Board in September for an open discussion as there is a plan in place. He is interested in community collaboration.

Mr. Freedman asked about town consolidation.

Dr. Erardi said there is a timeline for this conversation which will come to the Board in September. We will be looking for additional direction on the data collection we have regarding enrollment and how the Board wants to partner with the town on properties.  
Motion passes unanimously.

Item 7 – New Business (continued)

Chartwells Contract Renewal:

George Sottile introduced Master Chef Alfonzo DiMasi, Greg King, the new Director of Dining Services and Jill Patterson, their dietician.

Mr. Bienkowski said the state has been communicating with districts regarding food service contracts. They gave us the RFP we used two years ago. Some contracts were found to have things not allowed by the FDA. The state gave us misinformation. We have to go out to bid next year and address concerns from the federal government. This contract amendment is a one year extension. The recommended motion is to allow the superintendent to renew the contract after approval from the state. It's too late to go out to bid now.

Mr. Freedman said the finance committee should have been made aware of this sooner. Mr. Bienkowski said we have been communicating weekly with the state to give us direction so it has been equally frustrating for us. The contract was initially approved by the finance committee. It needs to be a break even program. They also wanted to know the breakdown of the high school which is not part of the program. This would normally have been taken care of in May or June.

Mr. Freedman was not comfortable having the superintendent sign for the Board if changes were going to be made. He prefers to see the information first.

Mrs. Leidlein was not in favor of waiting. Chartwells has done a great job the past years and she fully supports that they will make whatever adjustments have to be made and we should allow the superintendent to sign off.

Ms. Hamilton said she could not agree to sign off on something when we won't know what the financial implications would be.

Mr. Bienkowski suggested the following motion:

- That the Board of Education approve the continuation of Chartwells to be the district food provider for the 2015-2016 school year and bring the contract back to the Board when it is approved by the State.

This motion was moved by Mrs. Leidlein and seconded by Ms. Hamilton. Motion passes unanimously.

Lunch Price Increase:

MOTION: Mrs. Ku moved to approve a 25 cent increase in the price of school lunches.

Mrs. Leidlein seconded.

Dr. Erardi suggested sending letter to the state sharing Board frustration regarding the contract renewal.

Mr. Sottile said we have not increased prices in three years. We have made less with declining enrollment as well as the cost for staff pay increases. We are \$80,000 in the red so this will help us get closer to breaking even.

Vote: 3 ayes, 2 nays (Ms. Hamilton, Mr. Freedman) Motion passes.

**Budget Adjustments:**

MOTION: Ms. Hamilton moved to approve the 2015-2016 budget adjustments. Mrs. Leidlein seconded.

Ms. Hamilton asked that the finance committee discuss this document at their next meeting.

Mrs. Roche asked to remove the document and have it brought to the September meeting.

**Non-lapsing Account:**

MOTION: Mrs. Leidlein moved that the Board of Education request of the Board of Finance that the unexpended funds from the 2014-15 fiscal year budget appropriation in the amount of \$12,909 be deposited into the non-lapsing account established in accordance with Connecticut General Statute Section 10-248a, for educational purposes. Further to this action is that the source of these funds are detailed on the year-end financial report as previously approved by this Board of Education and further that the intended current anticipated use of said funds will be to provide a portion of local funds necessary for further security enhancements to its schools in accordance with the School Security Grant which has been extended to June 30, 2016.

Mr. Freedman seconded. Motion passes unanimously.

**Item 8 – Public Participation**

Nancy White, 14 Butternut Ridge, said that Hawley School should be in the CIP even if the work is a number of years out. Refine the numbers even if not committing to the work.

Aaron Cox, 31 Pond Brook Road, is a Hawley parent. He agrees that the project needs to be looked at closer. By taking it off the CIP and keeping the middle school HVAC it puts everyone in the Hawley community on edge that the decision might have been made. He would hate to see the Middle Gate project not be approved. We need to follow the five year plan. Last year there was confusion regarding volunteer fingerprinting and the back up at the Police Department.

Dr. Erardi said he met with the Police Department and with our SROs. They will be sure that there is not a line for those needing to be printed. Anyone involved in field trips or one-on-one work with students will be fingerprinted.

Mr. Cox asked to remind the PTAs to share that information.

Michael Wight, 6 Sweetbriar Lane, said there is no generator in Hawley School which should be addressed. He agreed to look closer at Hawley numbers. The CIP should be amended.

Ms. Hamilton stated she put an action item in their CIP meeting minutes to do a review of the generator situation at Hawley School.

Melissa Singlak, Autumn Ridge Road, asked for an explanation of the CIP process.

Ms. Hamilton said there is a CIP regulation with a specific process to follow.

Ms. Singlak asked why Middle Gate School was a priority over Hawley School.

Mrs. Roche suggested that CIP questions be sent to Ms. Hamilton and Mr. Freedman.

Mrs. Leidlein stated that she was uncomfortable having a conversation during public participation and explained the proper procedure.

Kristen Bonacci, 12 Meridian Ridge Drive, asked for clarification on public speaking during CIP committee meetings.

MOTION: Mrs. Leidlein moved that the meeting adjourn. Ms. Hamilton seconded. Motion passes unanimously.

Item 9 - Adjournment

The meeting adjourned at 10:16 p.m.

Respectfully submitted:

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Kathryn Hamilton  
Secretary

August 17, 2015

Newtown Girls Soccer Field Trip Proposal

The Newtown High School Girls Soccer Program has developed a relationship with Portsmouth RI HS over the past 3 years. Last year the team from Portsmouth RI came to participate in scrimmages at NHS. This year the NHS team would like to play scrimmages against both Portsmouth and Smithfield RI high schools. The scrimmages are scheduled during Labor Day weekend. Portsmouth High School is paying for the hotel fees and the Newtown Soccer parents are taking care of a charter bus service.

Besides the scrimmages, this team bonding opportunity will enable us to prepare for our upcoming season. After our Saturday game we will have a banquet with Portsmouth on the beach.

We will arrive back at the hotel Saturday night and return to Newtown after our game on Sunday at 10:00 am.

Thank you,

*Marc Kenney*

Marc Kenney

Girls Varsity Soccer Coach

Newtown High School







# FIELD TRIP BUS REQUEST FORM

Teacher Making Request: Marc Kenney Date: \_\_\_\_\_

Other Staff Involved: Laura McLean, Sabrina Bryue, Kate Fahy

Date of Proposed Field Trip: 9/5/15 - 9/6/15

Class/Group Involved: Newtown Girls Soccer

Number of Students Scheduled to Make Trip: 24

Other Adults (non-teachers) Chaperoning the Trip (list names): \_\_\_\_\_

Destination: Portsmouth, RI

Place and Time of Departure: NHS 7:30am

Estimated Time of Return: 5pm Sunday 9/6/15

Special Arrangements (i.e. stopping at a restaurant, picnic, etc.) \_\_\_\_\_

Estimated Cost of Transportation: \$ 2,665

Estimated Cost per Student: \$ 100

Other Information: Charter Bus

PRINCIPAL APPROVAL BY SIGNATURE: Lorrie Robinson DATE: 8-18-15

OVERNIGHT/OUT-OF-STATE FIELD TRIP BOE APPROVAL: \_\_\_\_\_ DATE: \_\_\_\_\_

### Billing Information

Bill to: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Pricing: \_\_\_\_\_ Hours @ \_\_\_\_\_ per hour = \_\_\_\_\_

\_\_\_\_\_ Miles @ \_\_\_\_\_ per mile = \_\_\_\_\_

Minimum Charge: \_\_\_\_\_

Total Charge per Bus: \_\_\_\_\_

### Confirmation

Information taken by: \_\_\_\_\_ Date Confirmed: \_\_\_\_\_

Confirmed by: \_\_\_\_\_ Recorded in Book: \_\_\_\_\_

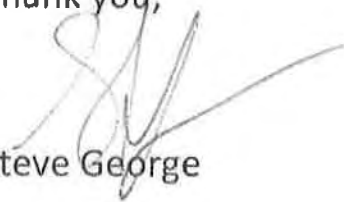
August 17, 2015

### NHS Football Team Field Trip Proposal

The NHS Football Team has been attending a pre-season camp at a YMCA camp in Becket, Massachusetts since 2002. This camp has become an integral part of our training and more importantly team bonding.

We will leave right after school on Friday 8/28 and return about 2:00 on Sunday 8/30.

Thank you,

A handwritten signature in black ink, appearing to read 'S. George', written over the printed name 'Steve George'.

Steve George

NHS Varsity Football Coach



# FIELD TRIP BUS REQUEST FORM

Teacher Making Request: Steve George Date: \_\_\_\_\_

Other Staff Involved: Bob Paterson

Date of Proposed Field Trip: Friday 8/28 - Sunday 8/30

Class/Group Involved: NHS Football Team

Number of Students Scheduled to Make Trip: 70

Other Adults (non-teachers) Chaperoning the Trip (list names): Jon Suter, Tyler Tarantino, Nick Tarantino, Carl Paterson, Cory Fisher

Destination: Camp Becket

Place and Time of Departure: NHS Friday 8/28 2:00

Estimated Time of Return: NHS Sunday 8/30 2:00

Special Arrangements (i.e. stopping at a restaurant, picnic, etc.) \_\_\_\_\_

Estimated Cost of Transportation: \$2400

Estimated Cost per Student: Paid for by NHS Athletic Dept.

Other Information: \_\_\_\_\_

PRINCIPAL APPROVAL BY SIGNATURE: Lorrie Rodriguez DATE: 8-18-15

OVERNIGHT/OUT-OF-STATE FIELD TRIP BOE APPROVAL: \_\_\_\_\_ DATE: \_\_\_\_\_

### Billing Information

Bill to: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Pricing: \_\_\_\_\_ Hours @ \_\_\_\_\_ per hour = \_\_\_\_\_

\_\_\_\_\_ Miles @ \_\_\_\_\_ per mile = \_\_\_\_\_

Minimum Charge: \_\_\_\_\_

Total Charge per Bus: \_\_\_\_\_

### Confirmation

Information taken by: \_\_\_\_\_ Date Confirmed: \_\_\_\_\_

Confirmed by: \_\_\_\_\_ Recorded in Book: \_\_\_\_\_

August 5, 2015

TO: Dr. Erardi

FROM: Lorrie Rodrigue



Please accept the donation of a 1996 Isuzu Oasis, VIN: JR2RJ1868TC002059 at an estimated value of \$760 from Mr. and Mrs. Mitchell, 15A Old Green Road, Sandy Hook, CT 06482

The vehicle will be used by Newtown High School Automotive Repair Classes.

Thank you.

*Encl.*

Dr. Joseph Erardi  
Superintendent of Schools  
Newtown Public Schools  
3 Primrose Street  
Newtown, CT 06470

August 5, 2015

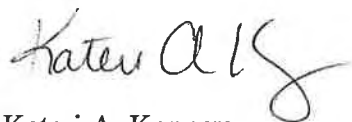
Dear Dr. Erardi;

I regret to inform you that I must resign from my current position as Science teacher at Newtown High School. .

Although I have accepted a teaching position geographically closer to my home, I leave Newtown with mixed emotions. I have had the opportunity to work with some truly special individuals on a daily basis who became colleagues and friends. Furthermore, the many professional opportunities I have had over the past three years have shaped me into the teacher I am today.

For these and the many other experiences I have had in Newtown, thank you.

Best Wishes,

A handwritten signature in cursive script that reads "Kateri A. Kenney". The signature is written in dark ink and is positioned above the printed name.

Kateri A. Kenney

Cc: Dr. Lorrie Rodrigue

**GEOFFREY D. MILLENSON**

214 Plymouth St.  
Stratford, CT 06614  
203-953-1053  
[gmillenson@gmail.com](mailto:gmillenson@gmail.com)

Julie G. Haggard, M.S. Ed.  
Director of Pupil Services  
Newtown Public School District  
3 Primrose Street  
Newtown, CT 06470

August 10, 2015

Dear Julie:

After careful consideration, I've decided to accept a position in another school district. I understand that I have to follow certain protocol as required by my contract of employment and will comply with any additional matters that need attention in regards to my resignation.

I understand that my notice period is 45 days but I would like to join my new district at the start of the school year. Therefore I respectfully request a waiver of this requirement and that I be relieved of my duties immediately. Please be assured that I will do all I can to assist in the smooth transfer of my responsibilities before leaving.

Thank you for the opportunities for professional and personal development that the district has provided me during the past five years. My tenure here has been rewarding and has taught me invaluable lessons. I have certainly enjoyed working with and have learned from the students, their families and the teams that I have collaborated with over the years.

If I can be of any help during this transition, please let me know.

Sincerely,



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Geoffrey D. Millenson, M.A., NCSP  
Nationally Certified School Psychologist

cc: Dr. Joseph Erardi, Superintendent of Schools; Mr. David Abbey, Interim Director of Human Resources; Mrs. Suzanne D'Eramo, Human Resources Coordinator



Deramo, Suzanne <deramos@newtown.k12.ct.us>

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## Kelso Resignation

1 message

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Erardi, Joe <erardij@newtown.k12.ct.us>

Wed, Aug 12, 2015 at 4:11 PM

To: Suzanne Deramo <deramos@newtown.k12.ct.us>, David Abbey <abbeyd@newtown.k12.ct.us>

Dr. Erardi,

Thank you for your time, and advice yesterday. I met with Lorrie after leaving your office, and in my estimation there was no resolution.

Upon further reflection regarding being creative with this issue my mindset at this late date is that if a leadership position arises in Newtown in the future that complements my skills, abilities and qualifications that I may again serve the students, parents and community of the Newtown Public Schools with the same dedication and commitment that I have provided the students, school system and community with for the last nine years. In the meantime, I look forward to the opportunity to work with the students at Danbury High School which will help me to learn and grow as an educator in this culturally diverse community.

Please accept this email as my resignation as Spanish teacher from Newtown High School.

Thank you for all that you have done both professionally and personally for me and for the Newtown School District.

Dr. Erardi, you are truly Newtown's finest!

With utmost respect and gratitude!

Respectfully,

Kristofer Kelso



Deramo, Suzanne <deramos@newtown.k12.ct.us>

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**Fwd: Official resignation 8/10/15**

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**Kathy Gombos** <gombosk@newtown.k12.ct.us>  
To: Suzanne Deramo <deramos@newtown.k12.ct.us>

Mon, Aug 10, 2015 at 2:52 PM

Sent from my iPhone

Begin forwarded message:

**From:** "Alves, Teri" <alvest@newtown.k12.ct.us>  
**Date:** August 10, 2015 at 2:25:35 PM EDT  
**To:** Kathleen Gombos <gombosk@newtown.k12.ct.us>, Joe Erardi <erardij@newtown.k12.ct.us>  
**Subject:** Official resignation 8/10/15

----- Forwarded message -----  
From: "Teri" <alvest@newtown.k12.ct.us>  
Date: Aug 8, 2015 10:06 PM  
Subject: Official resignation 8/10/15  
To: "Teri Alves" <alvest@newtown.k12.ct.us>  
Cc:

> Hello Kathy and Dr. Erardi,  
>  
> Today I signed my contract to teach 3rd grade in Orange for the 15-16 school year. While this was a tremendously difficult decision, I think it is what's best for my family and for me, both professionally and personally. I am happy to be rejoining the staff I worked with 12 years ago as a student teacher and intern. My cooperating teacher is now my grade level partner. I will have a great support system.  
>  
> Please let me know if there is anything else I need to tie up on my end. I will empty my classroom of my personal belongings on Monday, August 17th.  
>  
> Sincerely,  
> Teri Alves



**NEWTOWN HIGH SCHOOL  
FALL COACHES ROSTER 2015  
UPDATED 8/10/15**

NAME/STEP	SPORT/COACH RETURNING OR NEW HIRE
SUSAN BRIDGES 3	CHEERLEADING--- RETURNING
CHERYL STENZ 3	DANCE TEAM----RETURNING
MARC KENNEY 3	GIRLS SOCCER---- RETURNING
LAURA MCLEAN 3	J.V. GIRLS SOCCER---RETURNING
MARY KATE FAHY 1	FRESHMAN GIRLS SOCCER—NEW COACH
BRIAN NEUMEYER 3	BOYS SOCCER----RETURNING
MIKE DYER 3	J.V.BOYS SOCCER----RETURNING
TOM BRANT 3	FRESHMAN BOYS SOCCER— RETURNING
TOM CZAPLINSKI 3	GIRLS VOLLEYBALL----RETURNING
LISA BURBANK 3	J.V. GIRLS VOLLEYBALL—FRESHMAN COACH LAST YEAR
CHRIS PEARSON 1	FRESHMAN GIRLS VOLLEYBALL-NEW TEACHER AT THE HS
ROBERT GAUVIN 3	GIRLS SWIM----- RETURNING
RYAN CUTLER 3	ASST. GIRLS SWIM---RETURNING
DOUG RUSSELL 3	GIRLS CROSS COUNTRY-- RETURNING
CARL STRAIT 3	BOYS CROSS COUNTRY-- RETURNING
CHARLOTTE MANOS 2	ASSISTANT CROSS COUNTRY-VOLUNTEER LAST YEAR
STEPHANIE PAPROSKI 3	FIELD HOCKEY- RETURNING
KATHY DAVEY 3	J.V. FIELD HOCKEY—RETURNING
JEN HUETTNER 3	FRESHMAN FIELD HOCKEY— RETURNING
STEVE GEORGE 3	FOOTBALL----RETURNING
BOB PATTISON 3	ASST. FOOTBALL----RETURNING
IAN SUTER 2	J.V. FOOTBALL-- RETURNING
CARL PATERNOSTER 3	FRESHMAN FOOTBALL-- RETURNING
(new) COREY FISHER 3	FRESHMAN FOOTBALL---FORMER VOLUNTEER
LISA IRVING	DIVE COACH

**VOLUNTEER COACHES**

TYLER TARANTINO	FOOTBALL
JOHN MARCUCILI	FOOTBALL
(new) NICK TARANTINO	FOOTBALL
MIKE KEARNS	FOOTBALL
CAITLIN DELOHERY	CHEERLEADING
LORI ROHRBACHER	CHEERLEADING
HENRYK TERASZKIEWICZ	VOLLEYBALL
KELLY TERASZKIEWICZ	VOLLEYBALL
CHRIS HOAGLAND	BOYS SOCCER
RUSS DAVEY	FIELD HOCKEY
SHANNON PAPROSKI	FIELD HOCKEY

BOE Communications Report, 8/18/2015  
Kathy Hamilton, Board of Education Secretary

<b>From</b>	<b>Date</b>	<b>Description</b>
Sabrina Feder	7/30/2015	Preschool Program
Aaron Cox	7/31/2015	Spark Initiative
Lea Attanasio	8/10/2015	Event Reminder Poetry Celebration
Kinga Walsh	8/10/2015	Student substance abuse policy
Kinga Walsh	8/14/2015	Formal Request for Funds
Debi Modzelewski	8/17/2015	Newtown Secretaries
Wolfgang W Halbig	8/18/2015	Cohen and Wolfs Attorney Monte Frank Intentionally ignoring my simple Ct FOIA requests which are governed by Ct Public School Board policies

# Administrative Report

Tuesday, August 18th

## 1. School Readiness: 2015-2016

- a. Personnel
- b. Technology
  - i. NHS World Language Lab
  - ii. Upgrade – MG; HoM
- c. Safety and Security
  - i. Gates – Grant Funded
  - ii. Raptor System – Visitors
- d. Buildings and Grounds
- e. Pupil Services
  - i. NHS Preschool (HoM Relocation)
- f. Instruction
  - i. Grade K Spanish
  - ii. Expanded K-4 Gifted

## 2. Administrative Institute: Personalized Learning (Attachment #1)

## 3. NEAS&C Accreditation (Attachment #2)

## 4. Convocation – Monday, August 24<sup>th</sup>

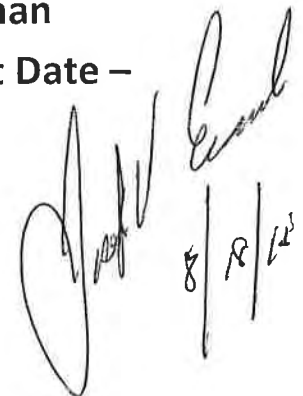
## 5. Leadership Focus Areas - (Attachment #3)

## 6. Annual Reports – Logistics (Attachment #4)

## 7. Para of the Year – State Finalists – NHS Lisa Narayanan

## 8. Assistant Supt of Schools – Jean Evans Davila – Start Date – August 20<sup>th</sup>

## 9. NPS / Commission of the Aging Partnership



Handwritten signature and date: 8/18/12



## FAQs & DEFINITIONS

### UNPACKING SOME OF THE MYTHS AND TERMS IN STUDENT-CENTERED LEARNING

Students at the Center synthesizes—and adapts for practice—current research on key components of student-centered approaches to learning that lead to deeper learning outcomes. Our goal is to provide practitioners and policymakers with tools and information that can help them not just to set ambitious goals for student learning but, even more important, to make real improvements to teaching practices and the school and district policies that affect them. Together with our partners we aim to ensure all students—with a special focus on underserved youth and students of color—have concrete opportunities to acquire the skills, knowledge, and dispositions needed for success in college, in the workforce, and in civic life.

An edited volume of the first series of Students at the Center research papers, *Anytime, Anywhere: Student-Centered Learning for Schools and Teachers* (2013), is available from Harvard Education Press. Additional papers, a wealth of teaching tools, materials, newsletters, blogs, and other resources are freely available on the project website: [www.studentsatthecenter.org](http://www.studentsatthecenter.org)

## FREQUENTLY ASKED QUESTIONS

- > **Isn't student-centered just a generic, overused term that means "good stuff for kids"?** It can be. It's a term that has been around for a long time and means many things to many people. However, Students at the Center has adopted a precise definition, grounded in solid empirical research into effective teaching and learning. We use the term to refer to four specific practices that show strong evidence of success in preparing students for college, careers, and civic life: 1) providing students with personalized high-quality instruction; 2) enabling students to advance to the next level, course, or grade based on demonstrations of their skills and content knowledge; 3) providing students with opportunities to learn outside of the school and the typical school day; and 4) encouraging and allowing students to take an active role in defining their own educational pathways.
- > **Competency education and student-centered learning are the same, right?** No. Student-centered learning is the broader concept, and competency education is one of its four tenets. Practiced in isolation, competency education isn't necessarily student-centered, in that it might be implemented in a way that ignores students' individual needs, interests, and talents.
- > **What about personalization? Isn't that the same as student-centered?** Like competency education, personalization is an important part of what we mean by the broader concept of student-centered learning, but personalization alone isn't sufficient. It depends on what else is going on. For example, among specialists in digital education, it has been common to describe just about every kind of self-paced learning program as "personalized," so long

as the given software can record individual students' progress and zero in on any material that they haven't yet mastered. But if such programs do nothing to help students identify and pursue their own interests, or if they force students to march through a prescribed curriculum, then we wouldn't describe it as student-centered learning. Happily, though, the field of digital education now appears to be moving toward a definition of "personalization" that aligns with our own, emphasizing the relationships and student agency that research shows to be critical to students' long-term success. Stay tuned.

- > **My school has one-to-one computing and uses adaptive software to diagnose students' needs. Does that mean it's student-centered?** Again, that depends. Does it attend to students' own needs and interests? Does it allow them to have any say in determining how and what they learn? Does it foster learning in relationship with others? Can students access the technology when they're not at school, and does it connect to real-world and hands-on applications? If you can answer yes to these questions, then one-to-one computing is being used in a student-centered way.
- > **Are the Common Core State Standards student-centered?** The Core—or any set of standards—is just a set of goals, describing a destination and some benchmarks along the way. One can teach to those standards, and assess students' progress toward them, in ways that completely align with student-centered principles and strategies . . . or not.
- > **If an approach is student-centered, it must be good instruction, right?** Nope. It's possible to be too student-centered, in the sense that one neglects to give students the direction, scaffolding, and guidance they need, or neglects to define meaningful goals for learning. That's why we talk about "student-centered approaches that lead to deeper learning." I.e., student-centered approaches in the service of helping kids become truly well-educated.
- > **Does student-centered learning mean never lecturing in class again?** Not at all. Student-centered approaches are designed to ensure that students have rich, timely, and meaningful ways to deepen and stretch their learning. What matters is that they have ample opportunities, over time, to learn in these ways, not that every teacher must provide a certain kind of instruction on any given day. At times, teachers might decide that it would be best to share particular information by lecturing.
- > **Won't competency-based high schools have such wacky transcripts that my kids will have a hard time getting into college?** Almost all four-year colleges will tell you they deal with thousands of nontraditional transcripts every year, including competency-based ones. In New England, 55 public universities and community colleges in 5 states endorsed competency-based high school diplomas, paving the way for a more seamless postsecondary transition. This is simply not proving to be the problem that many people feared it would be.
- > **I've heard a lot about how important it is to create a comprehensive system of supports for learning, but I don't see it in your framework. Why not?** We agree that supporting a student's social and emotional needs is critical to the learning process. However, we don't see that as distinct from the rest of the student-centered approach. Rather, we believe that such supports should be embedded in all of the ways in which schools personalize learning, build student agency, assess and move students through the curriculum, and facilitate anytime, anywhere learning. Social and emotional support isn't a distinct element of a student-centered system; rather, providing that support is critical to implementing each of those four tenets successfully.

# DEFINITIONS

**Deeper learning:** An umbrella term for the skills and knowledge that students must possess to succeed in 21st century jobs and civic life. At the heart of deeper learning is a set of competencies students must master in order to develop a keen understanding of academic content and apply their knowledge to problems in the classroom and on the job. The deeper learning framework includes six competencies that are essential to prepare students to achieve at high levels:

1. Master core academic content
2. Think critically and solve complex problems
3. Work collaboratively
4. Communicate effectively
5. Learn how to learn
6. Develop academic mindsets

**Tools that can be used in the service of student-centered approaches to learning:**

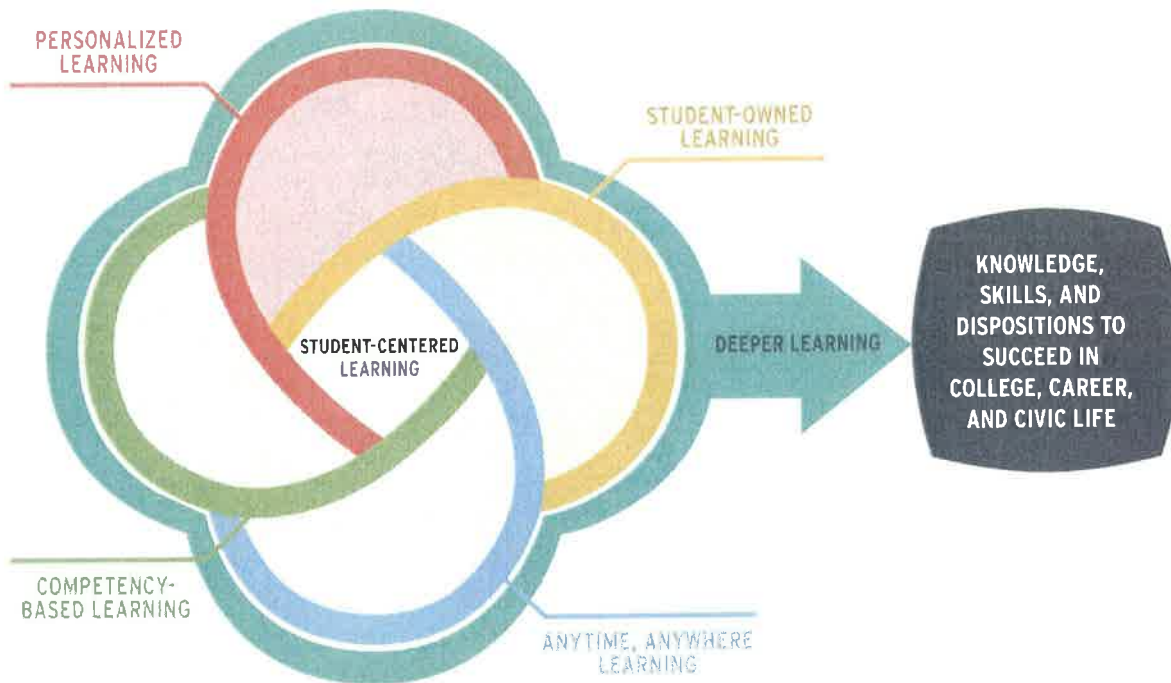
- Project-based learning
- Portfolios (process or capstone)
- Individualized (personal) learning plans
- STEM/STEAM/CTE courses & pathways
- Advisory/primary person/learning coach
- Exhibitions
- Internships
- Universal Design for Learning
- Adaptive software
- Dual enrollment (or early college)
- Performance-based assessment
- Blended learning

... and so on.

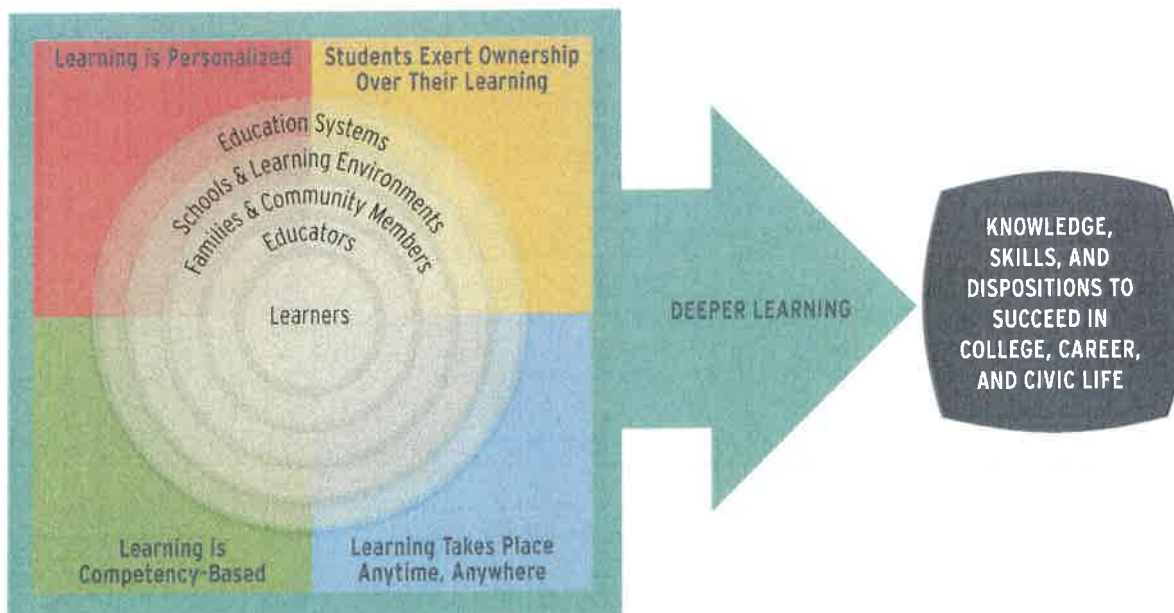
STUDENTS AT THE CENTER LEXICON	CLOSELY RELATED TERM(S)
<b>Anytime, anywhere learning</b>	<ul style="list-style-type: none"> <li>&gt; Blended learning</li> <li>&gt; Expanded learning opportunities</li> <li>&gt; Project-based learning</li> </ul>
<b>Competency education</b>	<ul style="list-style-type: none"> <li>&gt; Competency-based education</li> <li>&gt; Mastery-based education</li> <li>&gt; Proficiency-based education</li> </ul>
<b>Deeper learning</b>	<ul style="list-style-type: none"> <li>&gt; 21st-century skills and knowledge</li> <li>&gt; SCANS skills</li> <li>&gt; Common Core Plus</li> </ul>
<b>Personalized learning</b>	<ul style="list-style-type: none"> <li>&gt; Next-generation learning</li> <li>&gt; Customized learning</li> </ul>
<b>Student-owned</b>	<ul style="list-style-type: none"> <li>&gt; Student voice and choice</li> <li>&gt; Student agency</li> </ul>

## STUDENTS AT THE CENTER FRAMEWORK AND IMPLEMENTATION OVERVIEW

All students should have significant and meaningful learning experiences that draw on all four principles of student-centered learning. Preliminary research indicates that together these four strategies have an amplifying effect that will lead to the deeper learning outcomes necessary for college, career, and civic success.



In order to produce student-centered systems that work for all students, stakeholders at every layer of the education ecosystem have roles and responsibilities to implement, study, and continually improve across the four principles.





Founded in 1885

AUG - 7 2015

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.  
COMMISSION ON PUBLIC SCHOOLS  
COMMITTEE ON PUBLIC SECONDARY SCHOOLS

**Acting Director**  
GEORGE H. EDWARDS  
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**Associate Director**  
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direct line (781) 425-7719  
dspencerwilson@neasc.org

August 4, 2015

**Associate Director**  
ALYSON M. GEARY  
direct line (781) 425-7736  
ageary@neasc.org

Lorrie Rodrigue  
Principal  
Newtown High School  
12 Berkshire Road  
Sandy Hook, CT 06482

Dear Lorrie:

On behalf of the professional staff, I am pleased to inform you that Nicholas Spera, Principal, Marine Science Magnet High School of Southeastern Connecticut, Groton, CT, has been selected and has agreed to serve as chair of the visiting committee to Newtown High School on Sunday, October 4, 2015 through Wednesday, October 7, 2015.

Please contact Nick within the next few days to schedule a date for the preliminary visit to the school and to initiate a discussion of details related to the on-site visit. Nick's phone number is 860-446-9380 and his email address is nspera@marinesciencemagnet.org.

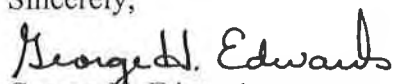
Also, E. Michael Regan, Assistant Principal, Nathan Hale-Ray High School, Moodus, CT has been selected and agreed to serve as the assistant chair. Mike has been selected by the professional staff because he possesses the experience, qualities, and leadership skills compatible with the characteristics of your school and has received training regarding the self-study and the on-site accreditation visit.

Kathy Montagano, Associate Director, and Melissa Spinosa, Committee Coordinator, will be coordinating details for the upcoming decennial visit and visiting committee selections.

My best to you for the upcoming visit and please contact me directly if you have any questions related to the visit.

Best regards.

Sincerely,

  
George H. Edwards

GHE/mms

cc: Joseph V. Erardi, Jr., Superintendent, Newtown Public Schools



<b>Committee</b>	<b>First Meeting Date</b>	<b>Administrator</b>	<b>Administrator</b>
Aspiring Administrators	October 12 <sup>th</sup>	Jean Evans Davila	
Teacher Climate and Culture	August 24 <sup>th</sup>	Chris Geissler	Tom Einhorn
New Teacher Cohort	September 21	David Abbey	Jean Evans Davila
PTA Presidents	September 10 <sup>th</sup>	Joe Erardi	
Teacher Forum	October 5 <sup>th</sup>	Julie Haggard	
Para Climate and Culture	September 8 <sup>th</sup>	Jim Ross	Chris Moretti
Security	TBA	Mark Pompano	qqChris Geisler

**Teaching and Learning Assignments:**

**Jean Evans Davila Will Work With the Following to Coordinate:**

<b>TEAM</b>	Dana Manning / Karen Dreger	<b>Psych / SW / Guid</b>	Sandy Rodriguez
<b>ELL</b>	Jaime Rivera	<b>Science</b>	Jill Beaudry
<b>ELA</b>	Chris Moretti	<b>Social Studies</b>	David Roach
<b>Health</b>	Melissa Zigmont	<b>OT/PT/Speech/SPED</b>	Julie Haggard
<b>Early Childhood</b>	Sandy Rodriguez	<b>Technology</b>	Tom Einhorn
<b>Math</b>	Jim Ross	<b>Teacher-o-t-Year</b>	Tim Napolitano
<b>Fine Arts</b>	Michelle Hiscavich	<b>Title IX</b>	Cathy Goralski
<b>Curr Council</b>	Lorrie Rodrigue	<b>Prof Growth</b>	Anne Uberti
<b>Prof Learning</b>	Barbara Gasparine	<b>Progress Reports</b>	Kathy Gombos
<b>Admin PLC</b>	Chris Geissler	<b>504</b>	Maureen Hall
<b>K4 Enrichment</b>	Chris Moretti	<b>K Spanish</b>	Barbara Gasparine
<b>Gifted</b>	Maureen Hall	<b>LMC</b>	Tom Einhorn
<b>District Assessment</b>	Lorrie Rodrigue, Anne Uberti, Kathy Gombos, Judy Blanchard		

## Annual Reports Required by the Board of Education

<b>Policy</b>	<b>Report</b>	<b>Due</b>
0200 – Goals of District	Strategic Plan developed and evaluated	Every Five Years
0200 – Goals of District	Newtown Board of Education and Superintendent will develop, publish and evaluate district goals.	Yearly
1220 – Citizens' Advisory Committees	The Board shall review existing advisory committees, membership and committee goals for the year.	Yearly - October BOE Meeting
1230 – Booster Clubs/ Organizations	The parent organization or booster club must provide to the Board a complete set of financial records or detailed treasurer's report.	Annual
1230 – Booster Clubs/ Organizations	A copy of the constitution and bylaws shall be forwarded to the Superintendent or his/her designee. Along with a list of officers.	Annual
Policy 1314 and 1324 – Fund-Raising and Solicitation	Each principal shall develop and maintain a list of all approved fund-raising activities and report all activities to the Superintendent. The Superintendent will furnish the BOE with an up-to-date listing of all fund-raising activities being conducted by the school division.	
Policy 2131 – Superintendent of Schools	Keep the Board informed of all changes in curriculum.	Continuing Basis
Policy 2131 – Superintendent of Schools	Prepare and present the Board an annual budget. Ensure regular reports are made to the Board on the status of the budget.	Continuing Basis
Policy 2137 – Athletic Director	End of Year review will be submitted to the Board at the end of the year.	Annual
Policy 2232 – Annual Report	The Superintendent in conjunction with the BOE Secretary shall submit to the BOE an annual written report about the schools system for the preceding year and identify concerns or issues that should become priorities for a school district improvement plan.	Annual – on or before the last first scheduled September BOE Meeting
Policy 2250 – Monitoring of Product and Process Goals	Comprehensive plan in concert with the NPS Strategic Plan for monitoring the progress of the schools in achieving product goals and process goals	
Policy 2400 – Evaluation of Superintendent	Performance report by a majority of the full membership of the BOE	Annual
Policy 2400 – Evaluation of Superintendent	The Superintendent shall present the BOE a self-evaluation report	Annual on or about May 15
Policy 2400 – Evaluation of Superintendent	Annual written performance report prepared by the BOE perception of the extent of accomplishment of Superintendent job targets	Annually prior to June 30
Policy 3100 – Budget/Budgeting System	The Superintendent will present to the BOE a budgetary plan for the school system for the next fiscal year	Annually

## Annual Reports Required by the Board of Education

Policy 3113 – Setting Budget Priorities	The BOE will establish budget priorities for the new fiscal year.	October 1 <sup>st</sup>
Policy 3121 – Approval of the Budget/Delivery to Fiscal Authority	The BOE shall submit to the BOF an itemized estimate of expenditures proposed for maintenance of Town public schools and an itemized estimate of all revenue other than Town appropriations to be received by the BOE for use during the next fiscal year.	February 14th
Policy 3160 – Budget Procedures and Line Item Transfers	The BOE shall prepare an itemized estimate of its budget each year for submission to the BOF and Legislative Council for review and appropriation.	
Policy 3160 – Budget Procedures and Line Item Transfers	Budget report shall be prepared in the same format as the annual object detail budget showing each major object code line item, the appropriate budget amount, transfers, expenditure to date, encumbered amounts and current balance.	Monthly and Year-End (August)
Policy 3160 – Budget Procedures and Line Item Transfers	The Director of Business will recommend to the Board an unexpended amount to be placed into the non-lasing education account.	Annually Before August 31st
Policy 3160 – Budget Procedures and Line Item Transfers	The BOE will forward a request to transfer unexpended funds from the previous year's budgeted education appropriation to the non-lapsing education account.	Annually Before August 31st
Policy 3171.1 – Non-Lapsing Education Fund	The Non-Lapsing Education Fund will be audited annually.	Annually
Policy 3231 – Medical Reimbursement for Special Education Students	The BOE will provide written notification to student's parents/guardians before accessing the student's benefits/insurance.	Annually
Policy 3240 – Tuition Fees	BOE will review and establish tuition fees.	Annually
Policy 3250 – Materials/Service Fees, Charges	The Superintendent shall review fees established for all equipment and facility rentals, admissions to athletic or extracurricular events, field trips/excursions and other related fees that may be assessed.	Yearly on or about July 1
Policy 3280 – Gifts, Grants and Bequests	A list of supplies and equipment contributed primarily for school use shall be reported to the BOE by the Superintendent's Office.	Annually
Policy 3280.1 – Grants	Summary of approved grants, their value and timeframe shall be presented to the BOE.	Fiscal year-end
Policy 3290 – Grants and Other Revenue	As part of budget preparation the Superintendent shall report on the status of all state and federal grants and programs, including the financial status of each program including a recommendation to continue, modify or discontinue each program.	Annually

# Annual Reports Required by the Board of Education

Policy 3293.1 – Authorization of Signature	The BOE will annually renew authority to execute agreements, to apply for grants or to sign other documents as may be necessary in the normal course of the school system’s business.	Annually by July 1st
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**NEWTOWN BOARD OF EDUCATION  
YEAR END FINANCIAL REPORT  
JUNE 30, 2015**

**SUMMARY**

This June 30, 2015 budget summary report reflects the unaudited year-end financial position of Newtown Public Schools. The report includes all expenditure and encumbrance commitments associated with the 2014-15 budget year that represent financial obligations for the fiscal year ending June 30, 2015.

The district spent \$6.4M for operations in the month of June; \$4.57M for salaries, \$206K for benefits, \$852K for Other Purchased Services (primarily tuition and transportation), \$471K for supplies consisting of energy, oil, and diesel, and the balance of \$310K for all other expenses necessary for operations. Of the \$3.36M of encumbrances listed, 82.6% or \$2.77M are for salaries and benefits, primarily the Teacher's salaries paid over the summer and non-certified personnel whose pay periods straddled the June 30<sup>th</sup> period. (i.e., custodians, secretaries, over-time, etc., with holdbacks that don't clear out until the July payrolls.) The balance of \$591K in encumbrances represent commitments for supplies, products, services, utilities that haven't been invoiced, delivered or completed by the end of the year. These encumbrances typically take several months to clear out. Any shortages or excess get captured at the end of the 2015-16 year. This is the accepted accounting practice that produces the \$16,345 balance included in this report from last years' encumbrances.

The district concluded the year with a remaining positive balance in the appropriated budget of \$12,909 or 0.018%, which is classified as a unexpended year-end balance which is eligible to be deposited in the 'Non-Lapsing account' in accordance with Section 10-248a of the Connecticut General Statute. In addition, unliquidated encumbrances from the 2013-14 fiscal year totaling \$16,345 will be returned to the Town. School revenues, State of Connecticut, school generated, and other miscellaneous revenue totaled \$21,056 less than budget estimates.

This report includes transfer recommendations to bring all major object codes to a positive balance in accordance with Board Policy. The final excess cost, agency placement, and magnet school transportation grant receipts have all been distributed to the appropriate accounts. In addition Starr program tuition and other miscellaneous credits have similarly been captured.

Looking at the sum totals of the transfers in major object categories, the object category that was in the most need was Professional Services which required \$159,000. Over the course of the year the current transfers combined with the year to date transfers sum out as follows:

100 Salaries	(\$183,000)
200 Employee Benefits	(\$48,000)
300 Professional Services	\$159,000
400 Purchased Property Services	\$10,000
500 Other Purchased Services	\$117,600
600 Supplies	(\$48,600)
700 Property	0
800 Miscellaneous	(\$7,000)
	\$0

The rationale for these transfers have been highlighted throughout the year in these monthly financial reports. The final recommended transfers are included in order to bring all major objects to a positive position. The operating guideline is generally to have all sub account object categories to be within \$5,000, plus/minus.

Accounts which provided additional balances since the May report once all reconciliation was completed included the following: Teachers \$10,000, Clerical \$14,000, Paras, \$5,000, Park & Rec & Civic \$8,000, FICA, Med & Unemployment \$15,000, Professional Services \$7,000, Transportation \$5,000, Tuition \$25,000, and Diesel fuel \$12,000. (The issue noted on the May report relating to the diesel fuel excess was resolved by the Town liquidating the remaining balance due. Hence no additional expense to the Board.)

Accounts that required additional funds since the May report included the following: Tutors \$27,000, Substitutes \$5,000, Extra work \$14,000, Custodial OT \$9,000, Emergency repairs \$21,000, and Other Property Services \$6,000 .

This was the third year the district has used All Star Transportation to provide all its in-district bussing needs. Education Connection provided out-of-district special needs transports in their first year as a new transportation provider to our school district. Overall there was a savings to budget of over \$50,000 due to the favorable bid of Education Connection for Out-Of-District Services (\$20,000) and continued efficiencies being provided by All Star (\$30,000).

Many other balances of a less sizeable nature are evident and distributed within the attached financial report.

**RECOMMENDED YEAR-END TRANSFERS**

TRANSFER FUNDS OUT OF & INTO 100 SALARY

(ACCOUNTS ON PAGE 2 OF THE FINANCIALS)

Administrative Salaries	\$25,000
Teacher & Specialist Salaries	(\$56,000)
Homebound & Tutor Salaries	\$56,000
Certified Substitutes	(\$16,000)
Supervisors/Technology Salaries	(\$6,000)
Clerical & Secretarial Salaries	(\$10,000)
Nurses & Medical Advisors	\$11,000
Custodial & Maint. Salaries	(\$11,000)
Non Certified Salary Adjustments	(\$36,000)
Special Education Services Salaries	(\$14,000)
Extra Work – Non-Cert	\$23,000
Custodial & Maintenance Overtime	\$22,000
Civic Activities/Park & Rec	(\$6,000)
Total Net Transfers	<u>(\$18,000)</u>

TRANSFER FUNDS OUT OF 200 EMPLOYEE BENEFITS:

(ACCOUNTS ON PAGE 3 OF THE FINANCIALS)

FICA & Medicare	(\$5,000)
Unemployment & Employee Assistance	(\$20,000)
Workers' Compensation	(\$5,000)
Total Net Transfers	<u>(\$37,000)</u>

TRANSFER FUNDS OUT OF & INTO 300 PROFESSIONAL SERVICES:

(ACCOUNTS ON PAGE 3 OF THE FINANCIALS)

Professional Services	\$38,000
Professional Educational Services	(\$44,000)
Total Net Transfers	<u>\$6,000</u>

TRANSFER FUNDS OUT OF & INTO 400 PURCHASE PROPERTY SERVICES:  
 (ACCOUNTS ON PAGE 3 OF THE FINANCIALS)

Building & Grounds Services	(\$5,000)
Utility Services – Water & Sewer	(\$7,000)
Buildings, Site & Emergency Repairs	\$47,000
Rentals – Building & Equipment	(\$7,000)
Building & Site Improvements	(\$18,000)
Total Net Transfers	\$10,000

TRANSFER FUNDS OUT OF & INTO 500 OTHER PURCHASED SERVICES:  
 (ACCOUNTS ON PAGE 4 OF THE FINANCIALS)

Contracted Services	(\$14,000)
Transportation Services	(\$11,000)
Tuition – Out of District	\$140,000
Student Travel & Staff Mileage	(\$3,000)
Total Net Transfer	\$112,000

TRANSFER FUNDS OUT OF & INTO 600 SUPPLIES:  
 (ACCOUNTS ON PAGE 4 OF THE FINANCIALS)

Instructional & Library Supplies	(\$55,000)
Natural Gas	(\$10,000)
Fuel Oil	\$21,000
Fuel for Vehicles & Equipment	(\$17,000)
Total Net Transfer	(\$61,000)

TRANSFER FUNDS INTO 700 PROPERTY:  
 (ACCOUNTS ON PAGE 5 OF THE FINANCIALS)

Other Equipment	0
Total Net Transfer	(\$0)

TRANSFER FUNDS OUT OF 800 MISCELLANEOUS  
 (ACCOUNTS ON PAGE 5 OF THE FINANCIALS)

Memberships	(\$7,000)
Total net Transfer	(\$7,000)

During the month of June we received a revenue of \$70.50 for copier usage fees.



All accounts were reviewed and purchases scrutinized on a continuing basis to assure a positive financial position. Newtown Public Schools achieved the results expected by the Board of Education operating well within its operating budget.

Providing current financial information to the Board of Education is essential in order to remain within the allotted budget while maintaining a financial spending plan that meets the mission and goals of Newtown Board of Education. The fiscal year ended within the allotted budget and has been able to provide overall improvements.

**School Emergency Response to Violence (Project SERV)**

Phase II of the SERV grant immediate services was awarded April 22, 2014 in the amount of \$1,938,913. This grant was a continuation of services provided for under Phase I of the SERV grant including security guards, social workers, school psychologists, guidance counselors, substitute teachers, and administrative / recovery support. Phase II of the SERV grant is still considered an immediate services grant which provides short-term support after a traumatic event. Immediate services grants are intended to be used to meet acute needs and restore the learning environment. This grant was in effect from September 1, 2013 through March 31, 2015. We were awarded another SERV grant called the Extended Services Grant in the amount of \$3,170,625. This grant addresses the long-term recovery efforts of the district. This grant began on August 16, 2014 and runs through June 30, 2016.

<u>Phase II Immediate Services Grant</u>		<u>Extended Services Grant</u>	
Approved Budget	\$1,938,913	Approved Budget	\$3,170,625
Total Expenses	\$1,937,537	FY 2014/15 Expenses	\$1,426,874
Balance	\$1,376	Remaining Fund Balance	\$1,743,751

\*The District will be able to apply for a No Cost Extension on unspent fund balances for services and/or activities not completed prior to June 30, 2016.

**Department of Justice-Victims Grant (DOJ)**

Under the Department of Justice, the NBOE collaborated with the Town in submitting an application for a victims of crime grant. The Office for victims of crime fund supports a broad array of programs and services that focus on helping victims in the immediate aftermath of crime and continuing to support them as they rebuild their lives. Millions of dollars are invested annually in victim compensation and assistance in training. *(This grant is referred to as the “DOJ grant”)*

The district is operating under the assurances provided by Federal Officials that these items will be funded, particularly the hardening items which are not usually covered under this program.

	<u>DOJ Grant</u>	
	07/01/2013 – 12/30/2015	07/01/2013 – 12/30/2015
	<u>Phase II</u>	<u>Supplemental</u>
Submitted Budget	\$1,642,906	\$236,746
YTD Expenses	<u>\$1,431,289</u>	<u>\$194,815</u>
Budget Remaining	\$211,617	\$41,931

**State of Connecticut Department of Emergency Services and Public Protection**  
**School Security Grant (SSG)**

The district has applied for and received a grant for State reimbursements for additional security measures throughout the district. The budget submitted was for \$969,264 worth of improvements, primarily hardening and added security surveillance, access, and communication. The State has committed to a 36.79% reimbursement, which is estimated to be \$356,592 of State assistance. The local or Grantee match will be provided for via several funding sources which include \$150,955 which has been paid for from the 2013-14 budget (before the State announced that expenditures in that year were eligible under this program), along with a balance of \$511,016 from the DOJ funds resulting from the CRISIS Phase and related to the 2012-13 fiscal year and Non Lapsing Funds of \$47,185 from the 2013-14 year, which were set aside by the Board of Finance on the school districts behalf for this purpose. The program has recently been extended to June 30, 2016 by the State because school districts were unable to complete all the projects by June 30, 2015, the original grant completion deadline.

Following the offsetting revenue schedule of the monthly report is a schedule of Building and Site Maintenance Projects completed and this is followed by a schedule on cash donations for the year.

All these items are unaudited and subject to change.

Ronald J. Bienkowski  
Director of Business  
August 10, 2015

**NEWTOWN PUBLIC SCHOOLS**  
**GENERAL FUND EXPENDITURE AND REVENUE BALANCE**

The Board of Education should feel confident that the needs of the school system and unanticipated repairs and energy expenses have been met as a result of carefully conducted discussions at public Board of Education meetings with sensitivity to the community and in compliance with all legal requirements and expectations.

The General Fund account history and school revenue balances over the last several years demonstrates that the Board of Education has managed to provide the required educational opportunities to the students of Newtown while operating within the budget appropriation approved by its citizens.

<u>Year-End</u>	<u>Unexpended Budget Funds</u>	<u>Unliquidated Encumbrances From the Prior Year</u>	<u>School Revenues</u>
6/30/02	\$23,322	\$961	\$42,482
6/30/03	\$32,962	\$0	(\$18,647)
6/30/04	\$26,809	\$4,723	(\$120,145)
6/30/05	\$9,000	\$15,387	\$130,634
6/30/06	\$272,100	\$27,911	\$134,370
6/30/07	\$1,474	\$18,751	\$117,800
6/30/08	\$7,688	\$1,233	\$15,485
6/30/09	\$7,773	\$432	\$51,263
6/30/10	\$155,762	\$12,696	(\$88,921)
6/30/11	\$58,670	\$74,159	\$8,659
6/30/12	\$38,167	\$33,959	\$101,024
6/30/13	\$6,035	\$222	\$51,767
6/30/14	\$47,185	\$12,195	\$6,236
6/30/15	\$12,909	\$16,345	(\$21,056)

## **TERMS AND DEFINITIONS**

The Newtown Board of Education's Monthly Financial Report provides summary financial information in the following areas:

- Object Code – a service or commodity obtained as the result of a specific expenditure defined by eight categories: Salaries, Employee Benefits, Professional Services, Purchased Property Services, Other Purchased Services, Supplies, Property, and Miscellaneous.
- Expense Category – further defines the type of expense by Object Code
- Expended 2013-14 – actual (audited) expenditures of the prior fiscal year (for comparison purposes)
- Approved Budget – indicates the town approved financial plan used by the school district to achieve its goals and objectives.
- YTD Transfers - identified specific cross object codes requiring adjustments to provide adequate funding for the fiscal period. This includes all transfers made to date.
- Current Transfers – identifies the recommended cross object codes for current month action. (No current transfers indicated)
- Current Budget – adjusts the Approved Budget calculating adjustments (+ or -) from transfers to the identified object codes.
- Year-To-Date Expended – indicates the actual amount of cumulative expenditures processed by the school district through the month-end date indicated on the monthly budget summary report.
- Encumbered – indicates approved financial obligations of the school district as a result of employee salary contracts, purchasing agreements, purchase orders, or other identified obligations not processed for payment by the date indicated on the monthly budget summary report.
- Balance – calculates object code account balances, subtracting expenditures and encumbrances from the current budget amount, indicating unobligated balances or shortages.
- Anticipated Obligation – is a column which provides a method to forecast expense category fund balances that have not been approved via an encumbrance, but are anticipated to be expended or remain with an account balance to maintain the overall budget funding level. Receivable revenue (i.e., grants) are now included in this column which has the effect of netting the expected expenditure.

- Projected Balance – calculates the object code balances subtracting the Anticipated Obligations. These balances will move up and down as information is known and or decisions are anticipated or made about current and projected needs of the district.

The monthly budget summary report also provides financial information on the State of Connecticut grant reimbursement programs (Excess Cost and Agency Placement Grants and Magnet Grant Transportation). These reimbursement grants/programs are used to supplement local school district budget programs as follows:

Excess Cost Grant – this State of Connecticut reimbursement grant is used to support local school districts for education costs of identified special education students whose annual education costs exceed local prior year per pupil expenditure by 4 ½. Students placed by the Department of Child and Family services (DCF) are reimbursed after the school district has meet the prior year’s per pupil expenditure. School districts report these costs annually in December and March of each fiscal year. State of Connecticut grant calculations are determined by reimbursing eligible costs (60%-100%) based on the SDE grant allocation and all other town submittals. Current year receipts results from the state reporting done in December. We receive notice of what we are eligible for in early April.

Magnet Transportation Grant – provides reimbursement of \$1,300 for local students attending approved Magnet school programs. The budgeted grant was \$62,400 for this year while the actual receipt was \$66,300. The district also received \$4,345 from Bethel through a cooperative agreement.

The last portion of the monthly budget summary reports school generated revenue fees that are anticipated revenue to the Town of Newtown, Fees include:

- High school fees for three identified programs with the highest amount of fees anticipated from the high school sports participation fees.
- Building related fees for the use of the high school pool facility, of which there were none, and
- Miscellaneous fees.

The receipts from these fees were \$547 less than budgeted.

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - JUNE 30, 2015 (Unaudited)

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2013 - 2014	APPROVED BUDGET	YTD TRANSFERS 2014 - 2015	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE
<b>GENERAL FUND BUDGET</b>									
100	SALARIES	\$ 45,029,126	\$ 44,999,627	\$ (165,000)	\$ (18,000)	\$ 44,816,627	\$ 42,111,384	\$ 2,703,866	\$ 1,378
200	EMPLOYEE BENEFITS	\$ 10,633,809	\$ 11,169,344	\$ (18,000)	\$ (30,000)	\$ 11,121,344	\$ 11,043,087	\$ 71,281	\$ 6,976
300	PROFESSIONAL SERVICES	\$ 863,909	\$ 749,083	\$ 165,000	\$ (6,000)	\$ 908,083	\$ 839,110	\$ 68,409	\$ 564
400	PURCHASED PROPERTY SERV.	\$ 2,418,651	\$ 2,139,419	\$ -	\$ 10,000	\$ 2,149,419	\$ 2,044,199	\$ 104,756	\$ 464
500	OTHER PURCHASED SERVICES	\$ 6,809,463	\$ 7,197,647	\$ 5,600	\$ 112,000	\$ 7,315,247	\$ 7,128,760	\$ 185,942	\$ 545
600	SUPPLIES	\$ 4,619,171	\$ 4,480,093	\$ 12,400	\$ (61,000)	\$ 4,431,493	\$ 4,220,049	\$ 210,990	\$ 454
700	PROPERTY	\$ 552,547	\$ 534,735	\$ -	\$ -	\$ 534,735	\$ 518,179	\$ 14,679	\$ 1,877
800	MISCELLANEOUS	\$ 71,445	\$ 75,356	\$ -	\$ (7,000)	\$ 68,356	\$ 66,522	\$ 1,183	\$ 651
<b>TOTAL GENERAL FUND BUDGET</b>		\$ 70,998,119	\$ 71,345,304	\$ -	\$ -	\$ 71,345,304	\$ 67,971,290	\$ 3,361,105	\$ 12,909
900	TRANSFER NON-LAPSING	\$ 47,185							
<b>GRAND TOTAL</b>		\$ 71,045,304	\$ 71,345,304	\$ -	\$ -	\$ 71,345,304	\$ 67,971,290	\$ 3,361,105	\$ 12,909

( Audited )

## NEWTOWN BOARD OF EDUCATION

## BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - JUNE 30, 2015 (Unaudited)

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2013 - 2014	APPROVED BUDGET	YTD TRANSFERS 2014 - 2015	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE
<b>100</b>	<b>SALARIES</b>								
	Administrative Salaries	\$ 3,013,832	\$ 2,969,510	\$ 11,950	\$ 25,000	\$ 3,006,460	\$ 2,963,349	\$ 43,290	\$ (179)
	Teachers & Specialists Salaries	\$ 30,557,381	\$ 30,434,118	\$ (188,828)	\$ (56,000)	\$ 30,189,290	\$ 27,801,341	\$ 2,386,426	\$ 1,522
	Early Retirement	\$ 16,000	\$ 32,000	\$ -	\$ -	\$ 32,000	\$ 32,000	\$ -	\$ -
	Continuing Ed./Summer School	\$ 85,584	\$ 89,175	\$ 763	\$ -	\$ 89,938	\$ 89,828	\$ -	\$ 110
	Homebound & Tutors Salaries	\$ 388,172	\$ 243,875	\$ 71,405	\$ 56,000	\$ 371,280	\$ 367,886	\$ 4,247	\$ (852)
	Certified Substitutes	\$ 599,679	\$ 641,325	\$ (90,000)	\$ (16,000)	\$ 535,325	\$ 534,194	\$ 480	\$ 651
	Coaching/Activities	\$ 524,130	\$ 529,749	\$ -	\$ -	\$ 529,749	\$ 525,227	\$ 400	\$ 4,122
	Staff & Program Development	\$ 172,357	\$ 199,768	\$ -	\$ -	\$ 199,768	\$ 157,527	\$ 46,687	\$ (4,446)
	<b>CERTIFIED SALARIES</b>	<b>\$ 35,357,135</b>	<b>\$ 35,139,520</b>	<b>\$ (194,710)</b>	<b>\$ 9,000</b>	<b>\$ 34,953,810</b>	<b>\$ 32,471,352</b>	<b>\$ 2,481,530</b>	<b>\$ 928</b>
	Supervisors/Technology Salaries	\$ 628,445	\$ 634,244	\$ 10,632	\$ (6,000)	\$ 638,876	\$ 628,428	\$ 10,104	\$ 345
	Clerical & Secretarial salaries	\$ 1,961,645	\$ 2,001,381	\$ 9,090	\$ (10,000)	\$ 2,000,471	\$ 1,955,469	\$ 44,906	\$ 96
	Educational Assistants	\$ 2,007,432	\$ 1,957,487	\$ 136,710	\$ -	\$ 2,094,197	\$ 2,094,517	\$ -	\$ (320)
	Nurses & Medical advisors	\$ 647,415	\$ 658,255	\$ -	\$ 11,000	\$ 669,255	\$ 608,775	\$ 61,139	\$ (660)
	Custodial & Maint Salaries	\$ 2,807,655	\$ 2,857,565	\$ (23,753)	\$ (11,000)	\$ 2,822,812	\$ 2,742,510	\$ 79,725	\$ 577
	Non Certified Salary Adjustment	\$ -	\$ 66,716	\$ (30,670)	\$ (36,000)	\$ 46	\$ -	\$ -	\$ 46
	Career/Job salaries	\$ 112,160	\$ 222,898	\$ (22,342)	\$ -	\$ 200,556	\$ 198,016	\$ 453	\$ 2,086
	Special Education Svcs Salaries	\$ 727,151	\$ 928,549	\$ (50,150)	\$ (14,000)	\$ 864,399	\$ 847,481	\$ 16,577	\$ 341
	Attendance & Security Salaries	\$ 381,784	\$ 209,824	\$ 193	\$ -	\$ 210,017	\$ 213,250	\$ 328	\$ (3,561)
	Extra Work - Non-Cert	\$ 76,137	\$ 69,825	\$ -	\$ 23,000	\$ 92,825	\$ 84,383	\$ 7,642	\$ 800
	Custodial & Maint. Overtime	\$ 280,772	\$ 210,363	\$ -	\$ 22,000	\$ 232,363	\$ 231,712	\$ 1,461	\$ (811)
	Civic activities/Park & Rec	\$ 41,394	\$ 43,000	\$ -	\$ (6,000)	\$ 37,000	\$ 35,490	\$ -	\$ 1,510
	<b>NON-CERTIFIED SALARIES</b>	<b>\$ 9,671,991</b>	<b>\$ 9,860,107</b>	<b>\$ 29,710</b>	<b>\$ (27,000)</b>	<b>\$ 9,862,817</b>	<b>\$ 9,640,032</b>	<b>\$ 222,336</b>	<b>\$ 449</b>
	<b>SUBTOTAL SALARIES</b>	<b>\$ 45,029,126</b>	<b>\$ 44,999,627</b>	<b>\$ (165,000)</b>	<b>\$ (18,000)</b>	<b>\$ 44,816,627</b>	<b>\$ 42,111,384</b>	<b>\$ 2,703,866</b>	<b>\$ 1,378</b>



## NEWTOWN BOARD OF EDUCATION

## BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - JUNE 30, 2015 (Unaudited)

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2013 - 2014	APPROVED BUDGET	YTD TRANSFERS 2014 - 2015	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE
<b>200</b>	<b>EMPLOYEE BENEFITS</b>								
	Medical & Dental Expenses	\$ 8,206,890	\$ 8,736,119	\$ (18,000)	\$	\$ 8,718,119	\$ 8,712,421	\$ 890	\$ 4,809
	Life Insurance	\$ 87,200	\$ 87,337	\$ -	\$	\$ 87,337	\$ 84,500	\$ -	\$ 2,837
	FICA & Medicare	\$ 1,357,437	\$ 1,335,674	\$ -	\$ (5,000)	\$ 1,330,674	\$ 1,272,131	\$ 58,427	\$ 116
	Pensions	\$ 458,311	\$ 441,667	\$ -	\$	\$ 441,667	\$ 442,437	\$ -	\$ (770)
	Unemployment & Employee Assist.	\$ 61,034	\$ 83,560	\$ -	\$ (20,000)	\$ 63,560	\$ 51,918	\$ 11,965	\$ (323)
	Workers Compensation	\$ 462,937	\$ 484,987	\$ -	\$ (5,000)	\$ 479,987	\$ 479,680	\$ -	\$ 307
	<b>SUBTOTAL EMPLOYEE BENEFITS</b>	<b>\$ 10,633,809</b>	<b>\$ 11,169,344</b>	<b>\$ (18,000)</b>	<b>\$ (30,000)</b>	<b>\$ 11,121,344</b>	<b>\$ 11,043,087</b>	<b>\$ 71,281</b>	<b>\$ 6,976</b>
<b>300</b>	<b>PROFESSIONAL SERVICES</b>								
	Professional Services	\$ 660,280	\$ 540,851	\$ 165,000	\$ 38,000	\$ 743,851	\$ 697,803	\$ 46,624	\$ (577)
	Professional Educational Ser.	\$ 203,629	\$ 208,232	\$ -	\$ (44,000)	\$ 164,232	\$ 141,307	\$ 21,785	\$ 1,141
	<b>SUBTOTAL PROFESSIONAL SVCS</b>	<b>\$ 863,909</b>	<b>\$ 749,083</b>	<b>\$ 165,000</b>	<b>\$ (6,000)</b>	<b>\$ 908,083</b>	<b>\$ 839,110</b>	<b>\$ 68,409</b>	<b>\$ 564</b>
<b>400</b>	<b>PURCHASED PROPERTY SVCS</b>								
	Buildings & Grounds Services	\$ 653,698	\$ 651,600	\$ -	\$ (5,000)	\$ 646,600	\$ 633,090	\$ 12,441	\$ 1,069
	Utility Services - Water & Sewer	\$ 113,321	\$ 117,000	\$ -	\$ (7,000)	\$ 110,000	\$ 95,543	\$ 14,316	\$ 141
	Building, Site & Emergency Repairs	\$ 503,610	\$ 460,850	\$ -	\$ 47,000	\$ 507,850	\$ 502,372	\$ 5,486	\$ (9)
	Equipment Repairs	\$ 275,163	\$ 270,433	\$ -	\$	\$ 270,433	\$ 266,964	\$ 7,058	\$ (3,589)
	Rentals - Building & Equipment	\$ 300,843	\$ 305,536	\$ -	\$ (7,000)	\$ 298,536	\$ 294,137	\$ 3,044	\$ 1,355
	Building & Site Improvements	\$ 572,017	\$ 334,000	\$ -	\$ (18,000)	\$ 316,000	\$ 252,092	\$ 62,411	\$ 1,497
	<b>SUBTOTAL PUR. PROPERTY SER.</b>	<b>\$ 2,418,651</b>	<b>\$ 2,139,419</b>	<b>\$ -</b>	<b>\$ 10,000</b>	<b>\$ 2,149,419</b>	<b>\$ 2,044,199</b>	<b>\$ 104,756</b>	<b>\$ 464</b>

## NEWTOWN BOARD OF EDUCATION

## BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - JUNE 30, 2015 (Unaudited)

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2013 - 2014	APPROVED BUDGET	YTD TRANSFERS 2014 - 2015	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE
<b>500</b>	<b>OTHER PURCHASED SERVICES</b>								
	Contracted Services	\$ 363,526	\$ 427,574	\$ -	\$ (14,000)	\$ 413,574	\$ 386,342	\$ 26,264	\$ 968
	Transportation Services	\$ 3,714,217	\$ 3,891,158	\$ (40,000)	\$ (11,000)	\$ 3,840,158	\$ 3,779,523	\$ 60,223	\$ 412
	Insurance - Property & Liability	\$ 297,870	\$ 319,261	\$ 5,600		\$ 324,861	\$ 325,587	\$ -	\$ (726)
	Communications	\$ 120,492	\$ 118,143	\$ -		\$ 118,143	\$ 116,436	\$ 5,754	\$ (4,047)
	Printing Services	\$ 32,365	\$ 39,782	\$ -		\$ 39,782	\$ 28,780	\$ 6,995	\$ 4,006
	Tuition - Out of District	\$ 2,074,030	\$ 2,177,958	\$ 40,000	\$ 140,000	\$ 2,357,958	\$ 2,272,254	\$ 85,836	\$ (132)
	Student Travel & Staff Mileage	\$ 206,963	\$ 223,771	\$ -	\$ (3,000)	\$ 220,771	\$ 219,838	\$ 869	\$ 64
	<b>SUBTOTAL OTHER PURCHASED SE</b>	<b>\$ 6,809,463</b>	<b>\$ 7,197,647</b>	<b>\$ 5,600</b>	<b>\$ 112,000</b>	<b>\$ 7,315,247</b>	<b>\$ 7,128,760</b>	<b>\$ 185,942</b>	<b>\$ 545</b>
<b>600</b>	<b>SUPPLIES</b>								
	Instructional & Library Supplies	\$ 906,748	\$ 911,614	\$ -	\$ (55,000)	\$ 856,614	\$ 822,584	\$ 31,372	\$ 2,658
	Software, Medical & Office Sup.	\$ 175,444	\$ 210,966	\$ -		\$ 210,966	\$ 198,515	\$ 6,760	\$ 5,691
	Plant Supplies	\$ 351,501	\$ 375,100	\$ -		\$ 375,100	\$ 372,948	\$ 6,455	\$ (4,303)
	Electric	\$ 1,406,552	\$ 1,406,127	\$ 57,400		\$ 1,463,527	\$ 1,355,016	\$ 111,516	\$ (3,005)
	Propane & Natural Gas	\$ 319,537	\$ 338,737	\$ (20,000)	\$ (10,000)	\$ 308,737	\$ 295,921	\$ 12,648	\$ 168
	Fuel Oil	\$ 662,339	\$ 528,038	\$ -	\$ 21,000	\$ 549,038	\$ 549,889	\$ -	\$ (851)
	Fuel For Vehicles & Equip.	\$ 531,906	\$ 452,503	\$ (25,000)	\$ (17,000)	\$ 410,503	\$ 410,399	\$ -	\$ 104
	Textbooks	\$ 265,144	\$ 257,008	\$ -		\$ 257,008	\$ 214,777	\$ 42,239	\$ (9)
	<b>SUBTOTAL SUPPLIES</b>	<b>\$ 4,619,171</b>	<b>\$ 4,480,093</b>	<b>\$ 12,400</b>	<b>\$ (61,000)</b>	<b>\$ 4,431,493</b>	<b>\$ 4,220,049</b>	<b>\$ 210,990</b>	<b>\$ 454</b>

## NEWTOWN BOARD OF EDUCATION

## BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - JUNE 30, 2015 (Unaudited)

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2013 - 2014	APPROVED BUDGET	YTD TRANSFERS 2014 - 2015	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE
<b>700</b>	<b>PROPERTY</b>								
	Capital Improvements (Sewers)	\$ 124,177	\$ 124,177	\$ -		\$ 124,177	\$ 124,177	\$ -	\$ 0
	Technology Equipment	\$ 329,592	\$ 378,900	\$ -		\$ 378,900	\$ 365,592	\$ 13,383	\$ (75)
	Other Equipment	\$ 98,778	\$ 31,658	\$ -		\$ 31,658	\$ 28,410	\$ 1,296	\$ 1,952
	<b>SUBTOTAL PROPERTY</b>	<b>\$ 552,547</b>	<b>\$ 534,735</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 534,735</b>	<b>\$ 518,179</b>	<b>\$ 14,679</b>	<b>\$ 1,877</b>
<b>800</b>	<b>MISCELLANEOUS</b>								
	Memberships	\$ 71,445	\$ 75,356	\$ -	\$ (7,000)	\$ 68,356	\$ 66,522	\$ 1,183	\$ 651
	<b>SUBTOTAL MISCELLANEOUS</b>	<b>\$ 71,445</b>	<b>\$ 75,356</b>	<b>\$ -</b>	<b>\$ (7,000)</b>	<b>\$ 68,356</b>	<b>\$ 66,522</b>	<b>\$ 1,183</b>	<b>\$ 651</b>
	<b>TOTAL LOCAL BUDGET</b>	<b>\$ 70,998,119</b>	<b>\$ 71,345,304</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 71,345,304</b>	<b>\$ 67,971,290</b>	<b>\$ 3,361,105</b>	<b>\$ 12,909</b>

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - JUNE 30, 2015 (Unaudited)

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2013 - 2014	APPROVED BUDGET	YTD TRANSFERS 2014 - 2015	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE
						<b>2014-15 APPROVED BUDGET</b>	<b><u>RECEIVED</u></b>	<b><u>BALANCE</u></b>	<b>% <u>RECEIVED</u></b>
<b><u>SCHOOL GENERATED FEES</u></b>									
HIGH SCHOOL FEES									
NURTURY PROGRAM						\$8,000	8,000	0	100.00%
PARKING PERMITS						\$20,000	20,000	0	100.00%
PAY FOR PARTICIPATION IN SPORTS						\$84,800	84,800	0	100.00%
						\$112,800	112,800	0	100.00%
<b><u>BUILDING RELATED FEES</u></b>									
ENERGY - ELECTRICITY						\$313	0	313	0.00%
HIGH SCHOOL POOL - OUTSIDE USAGE						\$500	0	500	0.00%
						\$813	0	813	0.00%
MISCELLANEOUS FEES						\$150	416	-266	277.19%
<b>TOTAL SCHOOL GENERATED FEES</b>						<b>\$113,763</b>	<b>113,216</b>	<b>547</b>	<b>99.52%</b>

**2014 - 2015**  
**NEWTOWN BOARD OF EDUCATION**  
**TRANSFERS RECOMMENDED**  
**JUNE 30, 2015**

8/6/2015

AMOUNT	FROM		TO		REASON			
	CODE	DESCRIPTION	CODE	DESCRIPTION				
<b>ADMINISTRATIVE</b>								
\$16,000	100	CERTIFIED SUBSTITUTES	100	ADMINISTRATIVE SALARIES	TO COVER COST OF VACATION PAYOUT FOR RESIGNING ADMINISTRATORS			
\$9,000	100	CLERICAL & SECRETARIAL SALARIES						
\$56,000	100	TEACHERS & SPECIALISTS SALARIES	100	HOMEBOUND & TUTORS SALARIES	TO COVER THE COST OF REQUIRED HOMEBOUND AND IN SCHOOL TUTORS			
\$11,000	100	NON-CERTIFIED SALARY ADJUSTMENT	100	NURSES & MEDICAL ADVISOR SALARIES	TO COVER EXTRA WORK AND ANTICIPATED RAISES FOR NURSES			
\$6,000	100	SUPERVISORS/TECHNOLOGY SALARIES	100	EXTRA WORK - NON-CERT.	TO COVER THE COST OF NON-CERTIFIED EXTRA WORK FOR THE DISTRICT			
\$1,000	100	CLERICAL & SECRETARIAL SALARIES						
\$14,000	100	SPECIAL EDUCATION SVCS SALARIES						
\$2,000	100	NON-CERTIFIED SALARY ADJUSTMENT						
\$11,000	100	CUSTODIAL & MAINT. SALARIES	100	CUSTODIAL & MAINT. OVERTIME	TO COVER THE COST OF REQUIRED CUSTODIAL OVERTIME FOR THE DISTRICT			
\$6,000	100	CIVIC ACTIVITIES/PARK & REC.						
\$5,000	100	NON-CERTIFIED SALARY ADJUSTMENT						
\$38,000	300	PROFESSIONAL EDUCATIONAL SERVICES	300	PROFESSIONAL SERVICES	FOR SPECIAL EDUCATION LEGAL SERVICES AND PSYCH./MEDICAL EVALUATIONS			
\$5,000	400	BUILDINGS & GROUNDS SERVICES	400	BUILDING, SITE & EMERGENCY REPAIRS	TO COVER THE COST OF REQUIRED BUILDINGS & GROUNDS AND EMERGENCY REPAIRS PRIMARILY TO THE HIGH SCHOOL			
\$7,000	400	UTILITY SERVICES - WATER & SEWER						
\$7,000	400	RENTALS - BUILDINGS & EQUIPMENT						
\$18,000	400	BUILDING & SITE IMPROVEMENTS						
\$10,000	100	NON-CERTIFIED SALARY ADJUSTMENT						
\$8,000	100	NON-CERTIFIED SALARY ADJUSTMENT	500	TUITION - OUT OF DISTRICT	TO COVER THE COST OF A HIGHER NUMBER OF OUT OF DISTRICT PLACEMENTS AND SETTLEMENTS			
\$5,000	200	FICA & MEDICARE						
\$20,000	200	UNEMPLOYMENT & EMPLOYEE ASSIST.						
\$5,000	200	WORKERS COMPENSATION						
\$6,000	300	PROFESSIONAL EDUCATIONAL SERVICES						
\$14,000	500	CONTRACTED SERVICES						
\$11,000	500	TRANSPORTATION SERVICES						
\$3,000	500	STUDENT TRAVEL & STAFF MILEAGE						
\$55,000	600	INSTRUCTIONAL & LIBRARY SUPPLIES						
\$6,000	600	FUEL FOR VEHICLES & EQUIP.						
\$7,000	800	MEMBERSHIPS						
\$10,000	600	PROPANE & NATURAL GAS				600	FUEL OIL	TO PROVIDE FUEL OIL FOR THE DISTRICT
\$11,000	600	FUEL FOR VEHICLES & EQUIP.						

## NEWTOWN BOARD OF EDUCATION

## BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - JUNE 30, 2015

## OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED	ANTICIPATED	RECEIVED	EXPECTED	BALANCE
100	SALARIES	\$ (105,874)	\$ (95,288)	\$ (95,288)	\$ -	\$ (10,586)
200	EMPLOYEE BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -
300	PROFESSIONAL SERVICES	\$ (69,991)	\$ (71,897)	\$ (71,897)	\$ -	\$ 1,906
400	PURCHASED PROPERTY SERV.	\$ -	\$ -	\$ -	\$ -	\$ -
500	OTHER PURCHASED SERVICES	\$ (1,102,170)	\$ (1,171,192)	\$ (1,171,192)	\$ -	\$ 69,022
600	SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -
700	PROPERTY	\$ -	\$ -	\$ -	\$ -	\$ -
800	MISCELLANEOUS	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL GENERAL FUND BUDGET</b>		\$ (1,278,035)	\$ -	\$ -	\$ (1,338,377)	\$ 60,342
<b>100</b>	<b>SALARIES</b>					
	Administrative Salaries	\$ -	\$ -	\$ -	\$ -	\$ -
	Teachers & Specialists Salaries	\$ (23,564)	\$ (22,061)	\$ (22,061)	\$ -	\$ (1,503)
	Early Retirement	\$ -	\$ -	\$ -	\$ -	\$ -
	Continuing Ed./Summer School	\$ -	\$ -	\$ -	\$ -	\$ -
	Homebound & Tutors Salaries	\$ -	\$ -	\$ -	\$ -	\$ -
	Certified Substitutes	\$ -	\$ -	\$ -	\$ -	\$ -
	Coaching/Activities	\$ -	\$ -	\$ -	\$ -	\$ -
	Staff & Program Development	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>CERTIFIED SALARIES</b>	\$ (23,564)	\$ (22,061)	\$ (22,061)	\$ -	\$ (1,503)
	Supervisors/Technology Salaries	\$ -	\$ -	\$ -	\$ -	\$ -
	Clerical & Secretarial salaries	\$ -	\$ -	\$ -	\$ -	\$ -
	Educational Assistants	\$ (11,353)	\$ (3,731)	\$ (3,731)	\$ -	\$ (7,622)
	Nurses & Medical advisors	\$ (20,301)	\$ (20,947)	\$ (20,947)	\$ -	\$ 646
	Custodial & Maint Salaries	\$ -	\$ -	\$ -	\$ -	\$ -
	Non Certified Salary Adjustment	\$ -	\$ -	\$ -	\$ -	\$ -
	Career/Job salaries	\$ -	\$ -	\$ -	\$ -	\$ -
	Special Education Svcs Salaries	\$ (50,656)	\$ (48,549)	\$ (48,549)	\$ -	\$ (2,107)
	Attendance & Security Salaries	\$ -	\$ -	\$ -	\$ -	\$ -
	Extra Work - Non-Cert	\$ -	\$ -	\$ -	\$ -	\$ -
	Custodial & Maint. Overtime	\$ -	\$ -	\$ -	\$ -	\$ -
	Civic activities/Park & Rec	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>NON-CERTIFIED SALARIES</b>	\$ (82,310)	\$ (73,227)	\$ (73,227)	\$ -	\$ (9,083)
	<b>SUBTOTAL SALARIES</b>	\$ (105,874)	\$ (95,288)	\$ (95,288)	\$ -	\$ (10,586)

FOR THE MONTH ENDING - JUNE 30, 2015

## OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

<b>200</b>	<b>EMPLOYEE BENEFITS</b>								
	<b>SUBTOTAL EMPLOYEE BENEFITS</b>	\$	-	\$	-	\$	-	\$	-
<b>300</b>	<b>PROFESSIONAL SERVICES</b>								
	Professional Services	\$	(69,991)	\$	(71,897)	\$	(71,897)	\$	1,906
	Professional Educational Ser.	\$	-	\$	-	\$	-	\$	-
	<b>SUBTOTAL PROFESSIONAL SVCS</b>	\$	<b>(69,991)</b>	\$	<b>-</b>	\$	<b>(71,897)</b>	\$	<b>1,906</b>
<b>400</b>	<b>PURCHASED PROPERTY SVCS</b>								
	<b>SUBTOTAL PUR. PROPERTY SER.</b>	\$	-	\$	-	\$	-	\$	-
<b>500</b>	<b>OTHER PURCHASED SERVICES</b>								
	Contracted Services	\$	(1,596)	\$	-	\$	-	\$	(1,596)
	Transportation Services	\$	(277,990)	\$	(264,375)	\$	(264,375)	\$	(13,615)
	Insurance - Property & Liability	\$	-	\$	-	\$	-	\$	-
	Communications	\$	-	\$	-	\$	-	\$	-
	Printing Services	\$	-	\$	-	\$	-	\$	-
	Tuition - Out of District	\$	(822,584)	\$	(906,817)	\$	(906,817)	\$	84,233
	Student Travel & Staff Mileage	\$	-	\$	-	\$	-	\$	-
	<b>SUBTOTAL OTHER PURCHASED SER.</b>	\$	<b>(1,102,170)</b>	\$	<b>-</b>	\$	<b>(1,171,192)</b>	\$	<b>69,022</b>
<b>600</b>	<b>SUPPLIES</b>								
	<b>SUBTOTAL SUPPLIES</b>	\$	-	\$	-	\$	-	\$	-
<b>700</b>	<b>PROPERTY</b>								
	<b>SUBTOTAL PROPERTY</b>	\$	-	\$	-	\$	-	\$	-
<b>800</b>	<b>MISCELLANEOUS</b>								
	Memberships	\$	-	\$	-	\$	-	\$	-
	<b>SUBTOTAL MISCELLANEOUS</b>	\$	-	\$	-	\$	-	\$	-
	<b>TOTAL LOCAL BUDGET</b>	\$	<b>(1,278,035)</b>	\$	<b>-</b>	\$	<b>(1,338,377)</b>	\$	<b>60,342</b>

Excess Cost and Agency placement Grants were budgeted at 75%. The estimated grant is calculated at 80.45%.

**NEWTOWN PUBLIC SCHOOLS  
NEWTOWN, CONNECTICUT**

<b><u>FY 2015 BUILDING &amp; SITE MAINTENANCE PROJECTS -</u></b>	<b><u>Budgeted</u></b>	<b><u>Actual</u></b>	<b><u>6/30/2015 Balance</u></b>
<i>Acct # 1-001-90-094-3501-0000</i>			
<b><u>HAWLEY SCHOOL</u></b>			
INSTALL COVERS AT FIRE PULL STATIONS	\$ 2,500	\$ -	\$ 2,500
REPAINT MULTI PURPOSE ROOM	\$ 10,000	\$ 10,000	\$ -
REPAINT GYM AND ADJOINING MUSIC ROOM	\$ 15,000	\$ 15,000	\$ -
		\$	\$ -
	\$ 27,500	\$ 25,000	\$ 2,500
<i>Acct # 1-001-90-094-3502-0000</i>			
<b><u>SANDY HOOK SCHOOL</u></b>			
NONE	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -
<i>Acct # 1-001-90-094-3503-0000</i>			
<b><u>MIDDLE GATE SCHOOL</u></b>			
CARPET FLOORING REPLACEMENT PROGRAM	\$ 20,000	\$ 13,850	\$ 6,150
REPAINT 1992 WING, WALLS AND FRAMES	\$ 25,000	\$ 25,000	\$ -
REPAIR ASPHALT AT ENTRANCE, RUTS AT CURBS	\$ 18,000	\$ 18,000	\$ -
REPLACE OIL LINES AT GENERATOR TANK PER CODE	\$ 15,000	\$ 14,100	\$ 900
	\$ 78,000	\$ 70,950	\$ 7,050
<i>Acct # 1-001-90-094-3504-0000</i>			
<b><u>HEAD O'MEADOW SCHOOL</u></b>			
CLEAN DUCT WORK	\$ 15,000	\$ 15,000	\$ -
REPAINT CLASSROOMS AND HALLWAYS	\$ 20,000	\$ 20,000	\$ -
REPAINT GYM AND RESTRIPE FLOOR	\$ 20,000	\$ 20,000	\$ -
	\$ 55,000	\$ 55,000	\$ -
<i>Acct # 1-001-90-094-3505-0000</i>			
<b><u>REED INTERMEDIATE SCHOOL</u></b>			
ELECTRICAL UPGRADE TO GENERATOR	\$ 20,000	\$ 16,182	\$ 3,818
	\$ 20,000	\$ 16,182	\$ 3,818



NEWTOWN PUBLIC SCHOOLS  
NEWTOWN, CONNECTICUT

<u>FY 2015 BUILDING &amp; SITE MAINTENANCE PROJECTS -</u>	<u>Budgeted</u>	<u>Actual</u>	<u>6/30/2015</u> <u>Balance</u>
<i>Acct # 1-001-90-094-3506-0000</i>			
<b><u>MIDDLE SCHOOL</u></b>			
INSTALL DEHUMIDIFICATION AT D-WING HALL	\$ 15,000	\$ 14,868	\$ 132
UPGRADE BATHROOMS IN A WING 2ND FLOOR	\$ 25,000	\$ 18,672	\$ 6,328
CARPET FLOORING REPLACEMENT PROGRAM	\$ 30,000	\$ 30,000	-
PAVE REAR ACCESS ROAD	\$ 13,500	\$ 13,500	-
SIDEWALK REPAIR	\$ 5,000	\$ 5,000	-
	<hr/> \$ 88,500	<hr/> \$ 82,040	<hr/> \$ 6,460
<i>Acct # 1-01-90-094-3507-0000</i>			
<b><u>HIGH SCHOOL</u></b>			
CLEAN DUCT WORK	\$ 45,000	\$ 45,331	\$ (331)
	<hr/> \$ 45,000	<hr/> \$ 45,331	<hr/> \$ (331)
<i>Acct # 1-001-90-094-3508-0000</i>			
<b><u>SYSTEM WIDE</u></b>			
REPLACE MAIN DOOR AT WHAREHOUSE AND SHOP	\$ 20,000	\$ 20,000	-
	<hr/> \$ 20,000	<hr/> \$ 20,000	<hr/> -
<b><u>TOTAL BUILDING &amp; SITE MAINTENANCE PROJECTS</u></b>	<hr/> <b>\$ 334,000</b>	<hr/> <b>\$ 314,503</b>	<hr/> <b>\$ 19,497</b>

BUDGETED	\$ 334,000
1st Transfer 6/30/2015	\$ (18,000)
<hr/> Total Transfers	<hr/> \$ (18,000)
TOTAL BUDGET	\$ 316,000

## CASH DONATIONS 6/30/2015

<u>Donations</u>	<u>Starting Balance</u>	<u>Receipts</u>	<u>Expenditures</u>	<u>Ending Balance</u>
<b>DISTRICT</b>				
GENERAL DONATIONS	\$26,149.43	\$0.00	\$0.00	\$26,149.43
TEACHERS	\$250.00	\$0.00	\$250.00 *	\$0.00
MUSIC	\$9,500.00	\$0.00	\$0.00	\$9,500.00
SCHOOL LIBRARIES	\$450.60	\$0.00	\$0.00	\$450.60
BOOKS	\$1,500.00	\$0.00	\$0.00	\$1,500.00
CHARTWELLS SCHOLARSHIP	\$0.00	\$2,000.00	\$0.00	\$2,000.00
CHARTWELLS NUTRITION GRANT	\$5,947.41	\$1,500.00	\$0.00	\$7,447.41
CULTURAL EVENT	\$1,400.00	\$0.00	\$0.00	\$1,400.00
BUTTERFLY BUSHES	\$50.00	\$0.00	\$0.00	\$50.00
SOS PROGRAM	\$6,523.93	\$0.00	\$0.00	\$6,523.93
SUBTOTAL	\$51,771.37	\$3,500.00	\$250.00	\$55,021.37
<b>SANDY HOOK SCHOOL</b>				
GENERAL	\$42,703.03	\$1,872.06	\$5,515.46	\$39,059.63
TEACHERS	\$900.00	\$0.00	\$0.00	\$900.00
MUSIC	\$3,172.15	\$0.00	\$2,111.23	\$1,060.92
PHYSICAL ED.	\$12,778.48	\$0.00	\$2,412.99	\$10,365.49
LIBRARY MEDIA	\$12,864.58	\$0.00	\$8,464.00	\$4,400.58
CLASSROOM	\$1,500.00	\$0.00	\$0.00	\$1,500.00
PTA - EQUIPMENT	\$0.00	\$14,613.95	\$14,613.95	\$0.00
CELEBRATION OF LIFE	\$500.00	\$0.00	\$0.00	\$500.00
SUBTOTAL	\$74,418.24	\$16,486.01	\$33,117.63	\$57,786.62
<b>OTHER</b>				
READERS WORKSHOP PROG	\$25,000.00	\$0.00	\$25,000.00	\$0.00
SUBTOTAL	\$25,000.00	\$0.00	\$25,000.00	\$0.00
<b>SECURITY</b>				
SECURITY	\$53,965.00	\$0.00	\$33,494.65	\$20,470.35
SUBTOTAL	\$53,965.00	\$0.00	\$33,494.65	\$20,470.35
<b>TOTAL BOARD OF EDUCATION</b>	\$205,154.61	\$19,986.01	\$91,862.28	\$133,278.34

\* INCLUDES \$250 TRANSFER TO SANDY HOOK ACTIVITY ACCOUNT FOR TEACHERS

### SANDY HOOK SPECIAL REVENUE FUND (TOWN FUND)

SANDY HOOK SCHOOL	\$13,309.16	\$102,075.84 **	\$115,385.00
SHS PROJECT FACILITATOR/CONSULTANT	\$9,918.04		\$9,918.04
<b>TOTAL BOARD PORTION</b>	\$23,227.20	\$102,075.84	\$125,303.04

\*\* INCLUDES \$51,690.84 OF PRIOR YEAR EXPENDITURE REIMBURSEMENT FROM CAPITAL PROJECT

<b>TOTAL CASH DONATIONS</b>	\$228,381.81	\$122,061.85	\$91,862.28	\$258,581.38
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**NEWTOWN BOARD OF EDUCATION  
MONTHLY FINANCIAL REPORT  
JULY 31, 2015**

**SUMMARY**

Information available for the first financial report in fiscal year 2015-16 is limited at this time. This is generally the case as anticipated obligations are not indicated and would be projected as the budgeted numbers until the account-by-account analysis progresses. Any event that would negatively impact our budget as the school year begins will be addressed and brought forward as soon as possible. Routine account analyses ramp up throughout the year. The first major priority is to properly encumber all regular employee salaries.

This July report correlates with the budget as approved on April 28, 2015 by referendum. The Boards adjustments to the budget will occur at the same meeting that this report is reviewed, hence the final approved will change for the August report.

During the month of July the district spent \$4.3M for operations. The biggest area of expenditures occurred in the benefits; one, our initial self-insurance deposit of \$2.1M and the other, pension, workers' compensation, FICA and Medicare liability of \$663,000. The second largest expense was \$702,000 for the districts summer payroll, all other operational requirements accounted for the balance of approximately \$824,000 in expenditures.

While the 2014-2015 expended is included for reference at this early date it should be noted that these figures are currently unaudited and subject to change. The audit process continues for a number of months into the current fiscal year. You will be advised when the numbers become final. Having these numbers present helps one observe the significant lower expenses of the current budget to the year just completed. Four of the eight major object categories are lower than last year with four – Salaries, Other Purchased Services, Property, and Miscellaneous representing the areas of increase in this budget. Looking further at the sub-accounts one gets a better picture of where many of the changes have occurred.

Following the monthly report is the “Offsetting Revenue Included in Anticipated Obligations” report which we started during the prior year. These figures are based on what was included in the budget and subject to change based on actuals to be submitted. These estimates are also included in the Anticipated Obligation column of the financial as an offset to expenditures.

The budget is very lean and will be monitored closely with important and or significant issues identified as quickly as we become aware of them

Providing current financial information to the Board of Education is essential in order to remain within the allotted budget while maintaining a financial spending plan that meets the mission and goals of Newtown Board of Education.

Ron Bienkowski  
Director of Business  
August 10, 2015

## TERMS AND DEFINITIONS

The Newtown Board of Education's Monthly Financial Report provides summary financial information in the following areas:

- Object Code – a service or commodity obtained as the result of a specific expenditure defined by eight categories: Salaries, Employee Benefits, Professional Services, Purchased Property Services, Other Purchased Services, Supplies, Property, and Miscellaneous.
- Expense Category – further defines the type of expense by Object Code
- Expended 2014-15 – unaudited expenditures from the prior fiscal year (for comparison purposes)
- Approved Budget – indicates a town approved financial plan used by the school district to achieve its goals and objectives.
- YTD Transfers – identified specific cross object codes requiring adjustments to provide adequate funding for the fiscal period. This includes all transfers made to date.
- Current Transfers – identifies the recommended cross object codes for current month action.
- Current Budget – adjusts the Approved Budget calculating adjustments (+ or -) to the identified object codes.
- Year-To-Date Expended – indicates the actual amount of cumulative expenditures processed by the school district through the month-end date indicated on the monthly budget summary report.
- Encumbered – indicates approved financial obligations of the school district as a result of employee salary contracts, purchasing agreements, purchase orders, or other identified obligations not processed for payment by the date indicated on the monthly budget summary report.
- Balance – calculates object code account balances subtracting expenditures and encumbrances from the current budget amount indicating accounts with unobligated balances or shortages.
- Anticipated Obligation - is a column which provides a method to forecast expense category fund balances that have not been approved via an encumbrance, but are anticipated to be expended or remain with an account balance to maintain the overall budget funding level. Receivable revenue (i.e., grants) are included in this column which has the effect of netting the expected expenditure.
- Projected Balance - calculates the object code balances subtracting the Anticipated Obligations. These balances will move up and down as information is known and or decisions are anticipated or made about current and projected needs of the district.

The monthly budget summary report also provides financial information on the State of Connecticut grant reimbursement programs (Excess Cost and Agency Placement Grants and Magnet Grant Transportation). These reimbursement grants/programs are used to supplement local school district budget programs as follows:

Excess Cost Grant – this State of Connecticut reimbursement grant is used to support local school districts for education costs of identified special education students whose annual education costs exceed local prior year per pupil expenditure by 4 ½. Students placed by the Department of Child and Family Services (DCF) are reimbursed after the school district has met the prior year’s per pupil expenditure. School districts report these costs annually in December and March of each fiscal year. State of Connecticut grant calculations are determined by reimbursing eligible costs (60%-100%) based on the SDE grant allocation and all other town submittals. Current year receipts results from the state reporting done in December. We receive notice of what we are eligible for in early April.

Magnet Transportation Grant – provides reimbursement of \$1,300 for local students attending approved Magnet school programs. The budgeted grant is \$62,400 for this year.

The last portion of the monthly budget summary reports school generated revenue fees that are anticipated revenue to the Town of Newtown. Fees include:

- High school fees for three identified programs with the highest amount of fees anticipated from the high school sports participation fees, and
- Miscellaneous fees.

## NEWTOWN BOARD OF EDUCATION

## BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - JULY 31, 2015

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2014 - 2015	APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
<b>GENERAL FUND BUDGET</b>									
100	SALARIES	\$ 44,815,249	\$ 45,107,597	\$ 45,107,597	\$ 701,674	\$ 8,542,266	\$ 35,863,657	\$ (64,836)	\$ 35,928,493
200	EMPLOYEE BENEFITS	\$ 11,114,368	\$ 10,740,680	\$ 10,740,680	\$ 2,783,380	\$ 6,396,308	\$ 1,560,992	\$ -	\$ 1,560,992
300	PROFESSIONAL SERVICES	\$ 907,519	\$ 788,173	\$ 788,173	\$ 32,169	\$ 104,051	\$ 651,953	\$ (62,274)	\$ 714,227
400	PURCHASED PROPERTY SERV.	\$ 2,148,955	\$ 2,137,580	\$ 2,137,580	\$ 144,041	\$ 593,957	\$ 1,399,582	\$ -	\$ 1,399,582
500	OTHER PURCHASED SERVICES	\$ 7,314,702	\$ 7,531,489	\$ 7,531,489	\$ 485,938	\$ 3,422,442	\$ 3,623,108	\$ (1,319,397)	\$ 4,942,505
600	SUPPLIES	\$ 4,431,039	\$ 4,392,978	\$ 4,392,978	\$ 94,602	\$ 270,166	\$ 4,028,210	\$ -	\$ 4,028,210
700	PROPERTY	\$ 532,858	\$ 819,493	\$ 819,493	\$ 26,272	\$ 333,061	\$ 460,160	\$ -	\$ 460,160
800	MISCELLANEOUS	\$ 67,705	\$ 69,956	\$ 69,956	\$ 41,069	\$ 210	\$ 28,677	\$ -	\$ 28,677
<b>TOTAL GENERAL FUND BUDGET</b>		\$ 71,332,395	\$ 71,587,946	\$ 71,587,946	\$ 4,309,145	\$ 19,662,461	\$ 47,616,340	\$ (1,446,507)	\$ 49,062,847
900	TRANSFER NON-LAPSING	\$ 12,909							
<b>GRAND TOTAL</b>		\$ 71,345,304	\$ 71,587,946	\$ 71,587,946	\$ 4,309,145	\$ 19,662,461	\$ 47,616,340	\$ (1,446,507)	\$ 49,062,847

( Unaudited )

## NEWTOWN BOARD OF EDUCATION

## BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - JULY 31, 2015

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2014 - 2015	APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
<b>100</b>	<b>SALARIES</b>								
	Administrative Salaries	\$ 3,006,639	\$ 3,080,842	\$ 3,080,842	\$ 214,581	\$ 2,544,131	\$ 322,129	\$ -	\$ 322,129
	Teachers & Specialists Salaries	\$ 30,187,768	\$ 30,031,523	\$ 30,031,523	\$ 34,182	\$ 34,702	\$ 29,962,639	\$ (19,368)	\$ 29,982,007
	Early Retirement	\$ 32,000	\$ 84,500	\$ 84,500	\$ 52,500	\$ -	\$ 32,000	\$ -	\$ 32,000
	Continuing Ed./Summer School	\$ 89,828	\$ 92,785	\$ 92,785	\$ 22,480	\$ 41,784	\$ 28,522	\$ -	\$ 28,522
	Homebound & Tutors Salaries	\$ 372,132	\$ 325,308	\$ 325,308	\$ 7,414	\$ -	\$ 317,894	\$ -	\$ 317,894
	Certified Substitutes	\$ 534,674	\$ 639,875	\$ 639,875	\$ -	\$ -	\$ 639,875	\$ -	\$ 639,875
	Coaching/Activities	\$ 525,627	\$ 543,480	\$ 543,480	\$ -	\$ -	\$ 543,480	\$ -	\$ 543,480
	Staff & Program Development	\$ 204,214	\$ 205,000	\$ 205,000	\$ 42,400	\$ -	\$ 162,600	\$ -	\$ 162,600
	<b>CERTIFIED SALARIES</b>	<b>\$ 34,952,882</b>	<b>\$ 35,003,313</b>	<b>\$ 35,003,313</b>	<b>\$ 373,557</b>	<b>\$ 2,620,617</b>	<b>\$ 32,009,139</b>	<b>\$ (19,368)</b>	<b>\$ 32,028,507</b>
	Supervisors/Technology Salaries	\$ 638,531	\$ 760,180	\$ 760,180	\$ 45,042	\$ 643,159	\$ 71,979	\$ -	\$ 71,979
	Clerical & Secretarial salaries	\$ 2,000,375	\$ 2,024,642	\$ 2,024,642	\$ 71,140	\$ 1,949,710	\$ 3,792	\$ -	\$ 3,792
	Educational Assistants	\$ 2,094,517	\$ 1,926,359	\$ 1,926,359	\$ 19,047	\$ -	\$ 1,907,312	\$ (7,034)	\$ 1,914,346
	Nurses & Medical advisors	\$ 669,915	\$ 649,276	\$ 649,276	\$ 1,684	\$ 50,525	\$ 597,067	\$ (14,196)	\$ 611,263
	Custodial & Maint Salaries	\$ 2,822,235	\$ 2,816,746	\$ 2,816,746	\$ 144,509	\$ 2,624,365	\$ 47,873	\$ -	\$ 47,873
	Non Certified Salary Adjustment	\$ -	\$ 189,217	\$ 189,217	\$ -	\$ -	\$ 189,217	\$ -	\$ 189,217
	Career/Job salaries	\$ 198,470	\$ 220,191	\$ 220,191	\$ 4,842	\$ 101,142	\$ 114,207	\$ -	\$ 114,207
	Special Education Svcs Salaries	\$ 864,058	\$ 958,222	\$ 958,222	\$ 23,076	\$ 470,911	\$ 464,236	\$ (24,238)	\$ 488,474
	Attendance & Security Salaries	\$ 213,578	\$ 231,834	\$ 231,834	\$ 9,035	\$ 81,838	\$ 140,961	\$ -	\$ 140,961
	Extra Work - Non-Cert	\$ 92,025	\$ 74,254	\$ 74,254	\$ 7,647	\$ -	\$ 66,607	\$ -	\$ 66,607
	Custodial & Maint. Overtime	\$ 233,174	\$ 210,363	\$ 210,363	\$ 1,994	\$ -	\$ 208,369	\$ -	\$ 208,369
	Civic activities/Park & Rec	\$ 35,490	\$ 43,000	\$ 43,000	\$ 101	\$ -	\$ 42,899	\$ -	\$ 42,899
	<b>NON-CERTIFIED SALARIES</b>	<b>\$ 9,862,368</b>	<b>\$ 10,104,284</b>	<b>\$ 10,104,284</b>	<b>\$ 328,117</b>	<b>\$ 5,921,648</b>	<b>\$ 3,854,518</b>	<b>\$ (45,468)</b>	<b>\$ 3,899,986</b>
	<b>SUBTOTAL SALARIES</b>	<b>\$ 44,815,249</b>	<b>\$ 45,107,597</b>	<b>\$ 45,107,597</b>	<b>\$ 701,674</b>	<b>\$ 8,542,266</b>	<b>\$ 35,863,657</b>	<b>\$ (64,836)</b>	<b>\$ 35,928,493</b>

## NEWTOWN BOARD OF EDUCATION

## BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - JULY 31, 2015

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2014 - 2015	APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
<b>200</b>	<b>EMPLOYEE BENEFITS</b>								
	Medical & Dental Expenses	\$ 8,713,310	\$ 8,228,510	\$ 8,228,510	\$ 2,113,070	\$ 6,031,731	\$ 83,709	\$ -	\$ 83,709
	Life Insurance	\$ 84,500	\$ 87,337	\$ 87,337	\$ 6,773	\$ -	\$ 80,564	\$ -	\$ 80,564
	FICA & Medicare	\$ 1,330,558	\$ 1,347,487	\$ 1,347,487	\$ 37,656	\$ -	\$ 1,309,831	\$ -	\$ 1,309,831
	Pensions	\$ 442,437	\$ 501,329	\$ 501,329	\$ 482,909	\$ 3,961	\$ 14,459	\$ -	\$ 14,459
	Unemployment & Employee Assist.	\$ 63,883	\$ 74,000	\$ 74,000	\$ 600	\$ -	\$ 73,400	\$ -	\$ 73,400
	Workers Compensation	\$ 479,680	\$ 502,017	\$ 502,017	\$ 142,372	\$ 360,616	\$ (971)	\$ -	\$ (971)
	<b>SUBTOTAL EMPLOYEE BENEFITS</b>	<b>\$ 11,114,368</b>	<b>\$ 10,740,680</b>	<b>\$ 10,740,680</b>	<b>\$ 2,783,380</b>	<b>\$ 6,396,308</b>	<b>\$ 1,560,992</b>	<b>\$ -</b>	<b>\$ 1,560,992</b>
<b>300</b>	<b>PROFESSIONAL SERVICES</b>								
	Professional Services	\$ 744,428	\$ 567,155	\$ 567,155	\$ 825	\$ 98,500	\$ 467,830	\$ (62,274)	\$ 530,104
	Professional Educational Ser.	\$ 163,091	\$ 221,018	\$ 221,018	\$ 31,344	\$ 5,551	\$ 184,123	\$ -	\$ 184,123
	<b>SUBTOTAL PROFESSIONAL SVCS</b>	<b>\$ 907,519</b>	<b>\$ 788,173</b>	<b>\$ 788,173</b>	<b>\$ 32,169</b>	<b>\$ 104,051</b>	<b>\$ 651,953</b>	<b>\$ (62,274)</b>	<b>\$ 714,227</b>
<b>400</b>	<b>PURCHASED PROPERTY SVCS</b>								
	Buildings & Grounds Services	\$ 645,531	\$ 661,375	\$ 661,375	\$ 68,121	\$ 349,282	\$ 243,972	\$ -	\$ 243,972
	Utility Services - Water & Sewer	\$ 109,859	\$ 117,000	\$ 117,000	\$ -	\$ -	\$ 117,000	\$ -	\$ 117,000
	Building, Site & Emergency Repairs	\$ 507,859	\$ 460,850	\$ 460,850	\$ 10,420	\$ -	\$ 450,430	\$ -	\$ 450,430
	Equipment Repairs	\$ 274,022	\$ 271,738	\$ 271,738	\$ 10,711	\$ 24,142	\$ 236,885	\$ -	\$ 236,885
	Rentals - Building & Equipment	\$ 297,181	\$ 317,117	\$ 317,117	\$ 54,788	\$ 175,533	\$ 86,796	\$ -	\$ 86,796
	Building & Site Improvements	\$ 314,503	\$ 309,500	\$ 309,500	\$ -	\$ 45,000	\$ 264,500	\$ -	\$ 264,500
	<b>SUBTOTAL PUR. PROPERTY SER.</b>	<b>\$ 2,148,955</b>	<b>\$ 2,137,580</b>	<b>\$ 2,137,580</b>	<b>\$ 144,041</b>	<b>\$ 593,957</b>	<b>\$ 1,399,582</b>	<b>\$ -</b>	<b>\$ 1,399,582</b>



## NEWTOWN BOARD OF EDUCATION

## BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - JULY 31, 2015

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2014 - 2015	APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
<b>500</b>	<b>OTHER PURCHASED SERVICES</b>								
	Contracted Services	\$ 412,606	\$ 462,477	\$ 462,477	\$ 170,604	\$ 124,391	\$ 167,482	\$ -	\$ 167,482
	Transportation Services	\$ 3,839,746	\$ 3,934,792	\$ 3,934,792	\$ -	\$ -	\$ 3,934,792	\$ (259,843)	\$ 4,194,635
	Insurance - Property & Liability	\$ 325,587	\$ 342,993	\$ 342,993	\$ 125,321	\$ 223,712	\$ (6,040)	\$ -	\$ (6,040)
	Communications	\$ 122,190	\$ 130,583	\$ 130,583	\$ 2,964	\$ 107,660	\$ 19,959	\$ -	\$ 19,959
	Printing Services	\$ 35,776	\$ 39,582	\$ 39,582	\$ 1,494	\$ 424	\$ 37,663	\$ -	\$ 37,663
	Tuition - Out of District	\$ 2,358,090	\$ 2,389,645	\$ 2,389,645	\$ 184,870	\$ 2,955,140	\$ (750,365)	\$ (1,059,554)	\$ 309,189
	Student Travel & Staff Mileage	\$ 220,707	\$ 231,417	\$ 231,417	\$ 685	\$ 11,115	\$ 219,617	\$ -	\$ 219,617
	<b>SUBTOTAL OTHER PURCHASED SE</b>	<b>\$ 7,314,702</b>	<b>\$ 7,531,489</b>	<b>\$ 7,531,489</b>	<b>\$ 485,938</b>	<b>\$ 3,422,442</b>	<b>\$ 3,623,108</b>	<b>\$ (1,319,397)</b>	<b>\$ 4,942,505</b>
<b>600</b>	<b>SUPPLIES</b>								
	Instructional & Library Supplies	\$ 853,956	\$ 912,656	\$ 912,656	\$ 76,719	\$ 147,484	\$ 688,454	\$ -	\$ 688,454
	Software, Medical & Office Sup.	\$ 205,275	\$ 222,105	\$ 222,105	\$ 5,350	\$ 60,797	\$ 155,957	\$ -	\$ 155,957
	Plant Supplies	\$ 379,403	\$ 375,100	\$ 375,100	\$ 100	\$ 19,900	\$ 355,100	\$ -	\$ 355,100
	Electric	\$ 1,466,532	\$ 1,455,657	\$ 1,455,657	\$ 379	\$ -	\$ 1,455,278	\$ -	\$ 1,455,278
	Propane & Natural Gas	\$ 308,569	\$ 380,546	\$ 380,546	\$ -	\$ -	\$ 380,546	\$ -	\$ 380,546
	Fuel Oil	\$ 549,889	\$ 502,320	\$ 502,320	\$ -	\$ -	\$ 502,320	\$ -	\$ 502,320
	Fuel For Vehicles & Equip.	\$ 410,399	\$ 337,025	\$ 337,025	\$ -	\$ -	\$ 337,025	\$ -	\$ 337,025
	Textbooks	\$ 257,017	\$ 207,569	\$ 207,569	\$ 12,054	\$ 41,985	\$ 153,530	\$ -	\$ 153,530
	<b>SUBTOTAL SUPPLIES</b>	<b>\$ 4,431,039</b>	<b>\$ 4,392,978</b>	<b>\$ 4,392,978</b>	<b>\$ 94,602</b>	<b>\$ 270,166</b>	<b>\$ 4,028,210</b>	<b>\$ -</b>	<b>\$ 4,028,210</b>

## NEWTOWN BOARD OF EDUCATION

## BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - JULY 31, 2015

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2014 - 2015	APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
<b>700</b>	<b>PROPERTY</b>								
	Capital Improvements (Sewers)	\$ 124,177	\$ 124,177	\$ 124,177	\$ -	\$ -	\$ 124,177	\$ -	\$ 124,177
	Technology Equipment	\$ 378,975	\$ 547,933	\$ 547,933	\$ 26,272	\$ 333,061	\$ 188,600	\$ -	\$ 188,600
	Other Equipment	\$ 29,706	\$ 147,383	\$ 147,383	\$ -	\$ -	\$ 147,383	\$ -	\$ 147,383
	<b>SUBTOTAL PROPERTY</b>	<b>\$ 532,858</b>	<b>\$ 819,493</b>	<b>\$ 819,493</b>	<b>\$ 26,272</b>	<b>\$ 333,061</b>	<b>\$ 460,160</b>	<b>\$ -</b>	<b>\$ 460,160</b>
<b>800</b>	<b>MISCELLANEOUS</b>								
	Memberships	\$ 67,705	\$ 69,956	\$ 69,956	\$ 41,069	\$ 210	\$ 28,677	\$ -	\$ 28,677
	<b>SUBTOTAL MISCELLANEOUS</b>	<b>\$ 67,705</b>	<b>\$ 69,956</b>	<b>\$ 69,956</b>	<b>\$ 41,069</b>	<b>\$ 210</b>	<b>\$ 28,677</b>	<b>\$ -</b>	<b>\$ 28,677</b>
	<b>TOTAL LOCAL BUDGET</b>	<b>\$ 71,332,395</b>	<b>\$ 71,587,946</b>	<b>\$ 71,587,946</b>	<b>\$ 4,309,145</b>	<b>\$ 19,662,461</b>	<b>\$ 47,616,340</b>	<b>\$ (1,446,507)</b>	<b>\$ 49,062,847</b>

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - JULY 31, 2015

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2014 - 2015	APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
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<u>SCHOOL GENERATED FEES</u>	2015-16 APPROVED BUDGET	<u>RECEIVED</u>	<u>BALANCE</u>	% <u>RECEIVED</u>
<u>HIGH SCHOOL FEES</u>				
NURTURY PROGRAM	\$8,000	\$0.00	\$8,000.00	0.00%
PARKING PERMITS	\$20,000	\$0.00	\$20,000.00	0.00%
PAY FOR PARTICIPATION IN SPORTS	\$84,800	\$0.00	\$84,800.00	0.00%
	\$112,800	\$0.00	\$112,800.00	0.00%
MISCELLANEOUS FEES	\$500	\$0.00	\$500.00	0.00%
<b>TOTAL SCHOOL GENERATED FEES</b>	<b>\$113,300</b>	<b>\$0</b>	<b>\$113,300</b>	<b>\$0</b>

## NEWTOWN BOARD OF EDUCATION

## BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - JULY 31, 2015

## OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED	ANTICIPATED	RECEIVED	EXPECTED	BALANCE
100	SALARIES	\$ (64,836)	\$ (64,836)	\$ -	\$ (64,836)	\$ -
200	EMPLOYEE BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -
300	PROFESSIONAL SERVICES	\$ (62,274)	\$ (62,274)	\$ -	\$ (62,274)	\$ -
400	PURCHASED PROPERTY SERV.	\$ -	\$ -	\$ -	\$ -	\$ -
500	OTHER PURCHASED SERVICES	\$ (1,319,397)	\$ (1,319,397)	\$ -	\$ (1,319,397)	\$ -
600	SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -
700	PROPERTY	\$ -	\$ -	\$ -	\$ -	\$ -
800	MISCELLANEOUS	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL GENERAL FUND BUDGET</b>		\$ (1,446,507)	\$ (1,446,507)	\$ -	\$ (1,446,507)	\$ -
<b>100</b>	<b>SALARIES</b>					
	Administrative Salaries	\$ -	\$ -		\$ -	\$ -
	Teachers & Specialists Salaries	\$ (19,368)	\$ (19,368)	\$ -	\$ (19,368)	\$ -
	Early Retirement	\$ -	\$ -		\$ -	\$ -
	Continuing Ed./Summer School	\$ -	\$ -		\$ -	\$ -
	Homebound & Tutors Salaries	\$ -	\$ -		\$ -	\$ -
	Certified Substitutes	\$ -	\$ -		\$ -	\$ -
	Coaching/Activities	\$ -	\$ -		\$ -	\$ -
	Staff & Program Development	\$ -	\$ -		\$ -	\$ -
	<b>CERTIFIED SALARIES</b>	\$ (19,368)	\$ (19,368)	\$ -	\$ (19,368)	\$ -
	Supervisors/Technology Salaries	\$ -	\$ -		\$ -	\$ -
	Clerical & Secretarial salaries	\$ -	\$ -		\$ -	\$ -
	Educational Assistants	\$ (7,034)	\$ (7,034)	\$ -	\$ (7,034)	\$ -
	Nurses & Medical advisors	\$ (14,196)	\$ (14,196)	\$ -	\$ (14,196)	\$ -
	Custodial & Maint Salaries	\$ -	\$ -		\$ -	\$ -
	Non Certified Salary Adjustment	\$ -	\$ -		\$ -	\$ -
	Career/Job salaries	\$ -	\$ -		\$ -	\$ -
	Special Education Svcs Salaries	\$ (24,238)	\$ (24,238)	\$ -	\$ (24,238)	\$ -
	Attendance & Security Salaries	\$ -	\$ -	\$ -	\$ -	\$ -
	Extra Work - Non-Cert	\$ -	\$ -		\$ -	\$ -
	Custodial & Maint. Overtime	\$ -	\$ -		\$ -	\$ -
	Civic activities/Park & Rec	\$ -	\$ -		\$ -	\$ -
	<b>NON-CERTIFIED SALARIES</b>	\$ (45,468)	\$ (45,468)	\$ -	\$ (45,468)	\$ -
	<b>SUBTOTAL SALARIES</b>	\$ (64,836)	\$ (64,836)	\$ -	\$ (64,836)	\$ -

## FOR THE MONTH ENDING - JULY 31, 2015

## OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

<b>200</b>	<b>EMPLOYEE BENEFITS</b>									
	<b>SUBTOTAL EMPLOYEE BENEFITS</b>	\$	-	\$	-	\$	-	\$	-	\$
<b>300</b>	<b>PROFESSIONAL SERVICES</b>									
	Professional Services	\$	(62,274)			\$	(62,274)	\$	-	(62,274)
	Professional Educational Ser.	\$	-			\$	-	\$	-	-
	<b>SUBTOTAL PROFESSIONAL SVCS</b>	\$	(62,274)	\$	-	\$	(62,274)	\$	-	(62,274)
<b>400</b>	<b>PURCHASED PROPERTY SVCS</b>									
	<b>SUBTOTAL PUR. PROPERTY SER.</b>	\$	-	\$	-	\$	-	\$	-	\$
<b>500</b>	<b>OTHER PURCHASED SERVICES</b>									
	Contracted Services	\$	-			\$	-	\$	-	-
	Transportation Services	\$	(259,843)			\$	(259,843)	\$	-	(259,843)
	Insurance - Property & Liability	\$	-			\$	-			-
	Communications	\$	-			\$	-			-
	Printing Services	\$	-			\$	-			-
	Tuition - Out of District	\$	(1,059,554)			\$	(1,059,554)	\$	-	(1,059,554)
	Student Travel & Staff Mileage	\$	-			\$	-	\$	-	-
	<b>SUBTOTAL OTHER PURCHASED SER.</b>	\$	(1,319,397)	\$	-	\$	(1,319,397)	\$	-	(1,319,397)
<b>600</b>	<b>SUPPLIES</b>									
	<b>SUBTOTAL SUPPLIES</b>	\$	-	\$	-	\$	-	\$	-	\$
<b>700</b>	<b>PROPERTY</b>									
	<b>SUBTOTAL PROPERTY</b>	\$	-	\$	-	\$	-	\$	-	\$
<b>800</b>	<b>MISCELLANEOUS</b>									
	Memberships					\$	-			\$
	<b>SUBTOTAL MISCELLANEOUS</b>	\$	-	\$	-	\$	-	\$	-	\$
	<b>TOTAL LOCAL BUDGET</b>	\$	(1,446,507)	\$	-	\$	(1,446,507)	\$	-	(1,446,507)

Excess Cost and Agency placement Grants were budgeted at 75%.

Reed Intermediate School  
Grade Five  
Social Studies Curriculum



Cultures of the  
Western Hemisphere

March, 2015

## **Our Mission:**

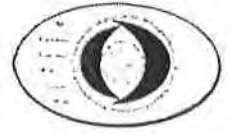
**To educate students in the conceptual understandings of world cultures in order to promote acceptance, tolerance and understanding.**



# Unit Planner: Establishing a Culture: Unity and Diversity

## Social Studies 5<sup>CC</sup>

Thursday, April 9, 2015, 2:04PM



Reed Intermediate School > 2014-2015 > Grade 5 > Social Studies > Social Studies 5 > Week 1 - Week 9

Last Updated: Today by Gael Lynch

Drabik, Maura; Hull, Jonathan; Lynch, Gael; Strait, Sara

### Enduring Understanding(s)/ Generalization(s)

#### Conceptual Lens: Unity and Diversity

1. The population of our school community is made up of unique individuals.
2. Social studies, including history and geography, gives us information that helps us understand the world and its people.
3. Culture consists of the beliefs, customs, laws, art and ways of living that a group of people share.
4. Government is a structure that works to unify, organize, and support a diverse group of people.

### Essential Question(s)

- What rules and guidelines will we put in place to make decisions and manage ourselves this year?
- How does the role of government play out in the daily lives of individuals?
- How do geographers think?

### Guiding Questions

*Factual, Conceptual, Provocative*

#### Bend 1: Creating a Group Identity

- What is your ethnic background? (Factual)
- What is the meaning of unity and diversity? (Factual)
- What beliefs/values drive me to perform at my personal best level? (Conceptual)
- Why is it important to be tolerant of people's differences? (Provocative)

#### Bend 2: Developing a Structure for Unity

- What principles of belief did the Founding Fathers have to come to agreement upon to form a more perfect union? (Conceptual)
- How can we model our own class government upon a system of beliefs? (Provocative)

#### Bend 3: Thinking like a Geographer

- What are the five themes of geography? (Factual)
- What makes each region of the US unique? (Conceptual)
- Why is it important to understand how people in other regions live and think? (Provocative)

### Standard(s)

*Content and CCSS*

### Objective(s)

*Bloom/ Anderson Taxonomy / DOK Language*



**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5**

**CCSS: Grade 5**

**Reading: Informational Text**

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**CT: Social Studies Frameworks (2015)**

**CT: Grade 5**

**Dimension 2: Geography**

Human Population: Spatial Patterns and Movement

GEO 5.3 Explain how human settlements and movements relate to the locations and use of various natural resources.

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Students will:

- Identify their own ethnic/cultural background and draw upon information related to their own past history to express their understandings to others.
- Create an ancestry tree, demonstrating visually who they are and where they've come from as they arrive, like immigrants, at Reed Intermediate School.
- Develop and write a Personal Mission Statement based on their beliefs and values.
  
- Create class/cluster rules through discourse and debate.
- Elect a cluster representative to school government, mirroring the democratic process.
- Identify the steps that lead to a bill becoming a law.
- Compare and contrast the rights and responsibilities of a citizen.
- Create a class Mission Statement &/or debate and discuss critical values for the group this year.
  
- Identify and explain the five themes of geography.
- Create a summary about a region of the US, identifying its landforms, climate, products, natural resources, and culture.
- Create short presentations to demonstrate factors that make each US region unique (Physical Geography, Natural Resources, Products/Industries, and Cultures).

**Content/Topics**

*Critical content that students must KNOW*

Geography:

Five Themes: Location, Place, Region, Human/Environmental Interaction, Movement

Hemispheres, Latitude & Longitude, Continents, Oceans

Movement and Migration, Push/Pull Factors

Map Types: Physical, Political, Thematic

Charts and Graphs in Geographic Study

History:

Bill of Rights

**Skills**

*Transferable skills that students must be able to DO*

- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Constitution

Founding Fathers

Government:

Democracy

Citizen/Citizenship

Bill vs. Law

Representatives

Culture:

Unifying factors

Diverse beliefs

Cultural Traits

Identity

## Core Learning Activities

### Bend 1-Creating a Group Identity (9 days)

#### Essential Questions:

- What rules and guidelines will we put in place to make decisions and manage ourselves this year?
1. View "Culture: What is it?" United Streaming (student note-taking) 1 day
  2. Sitti's Secrets (or comparable book): Identify the features of culture and then relate them to your own life (1 day)
  3. Ancestry Graph; page 84 in text: We the People: One Country, Many Cultures (1 day)
  4. Work in teams to identify and discuss beliefs and values through The Ideal School Project. What do you hope or believe the perfect school can be like? (2-3 days)
  5. Forming personal ideals/beliefs and values by writing Mission Statements. Class and individual Mission Statement packet saved in teacher share and under Assessments below. (2 days)

### Bend 2- Developing a Structure for Unity (7 days)

#### Essential Questions:

How does the role of government play out in the daily lives

## Resources

*Professional & Student*

- Social Studies-Western Hemisphere and Europe, Houghton Mifflin
- Second Step: Skills for Academic and Social Success: Committee for Children
- US Regional Studies saved in teacher share
- Various Read-alouds--*Home of the Brave* by Katherine Applegate,
- Wonder*, by RJ Palacio and *Sitti's Secrets* by Naomi Shihab Nye
- Web Connections:
- Brain pop, Britanica for Kids, World Book Students, Web Path Express
- Schoolhouse Rock: How a Bill Becomes a Law
- United Streaming: From Sea to Shining Sea: Regions of the US

of individuals?

1. Read-aloud (on-going in Reading/Language Arts: *Home of the Brave*)

2. The Rights and Responsibilities of a Citizen:  
Reading/discussion; pgs. 86-88 in text (1-2 days)

3. The US Government: How Our Government is formed  
(include activities related to Constitution Day)--pages 89-91  
in text (2 days)

4. School Elections: Selecting a Candidate and Voting as a  
right and responsibility

5. How a bill becomes a law (Schoolhouse Rock) and pgs.  
92-93 text (1-2 days)

6. How laws support our citizens: Debate and discourse for  
the purpose of the development of class rules/and class  
mission statements (see Responsive Classroom/Second  
Step) (1 day)

### **Bend 3- Thinking Like a Geographer** (9 days)


#### **Essential Questions:**


How do geographers think?


1. The Five Themes of Geography (3 days)

2. Model one regional study, perhaps New England,  
demonstrating the practice of highlighting, scanning  
questions prior to reading, and summarizing for the purpose  
of expressing what's most important. U.S. Regional Studies  
packet saved in teacher share. (2-3 days)

3. In groups, develop US Regional Scrapbook (a brief  
informational booklet). This is to be done using a jig-saw  
approach, with groups of students studying different regions  
and sharing in a presentation format. (3 days)

 [Ideal School Project-Teacher.docx](#)

 [Ideal School Project-2.doc](#)


 [Culture Video Guide and Quiz.pdf](#)

 [Family Culture Survey.pdf](#)

 [What is Culture-Sitti's Secrets \(pg. 1\).pdf](#)

 [What is Culture-Sitti's Secrets \(pg. 2\).pdf](#)

 [Global Closet Homework.doc](#)

 [Research & Notetaking Rubric.docx](#)

Assessments (Titles)


Mission Statements  
Formative: Self Assessment

Graduation  
Standards

Information Literacy

Interdisciplinary  
Connections

Students will develop ideals through discussion and collaboration with work team partners that will guide their performance in both group and individual forums throughout the year. They will then express these ideals in written form and reflect on their mission statement throughout the year.

 [Mission Statements-Scan.pdf](#)

**US Regional Presentation  
Formative: Oral Report**

Students will research and report on a region of the US in a presentation team format.


**US Citizenship: Rights,  
Responsibilities and Benefits  
Expository Essay**

Students will compare and contrast the rights and responsibilities, as well as the benefits of a US Citizen.

 [AMERICAN CITIZENSHIP  
Assessment.docx](#)

 [The US in Regions-Performance  
Assessment, GRASP.docx](#)

 [OralRubric-US Regions.pdf](#)

 [United States Department of Tourism-  
DOK Questions to Consider-Edited  
Version.docx](#)

Problem Solving  
Spoken Communication  
Written Performance

- Problem Solving

Students will identify problems/solutions in a group dynamic, developing guidelines for themselves (Mission Statements) and rules to live by for their class/cluster.

Language Arts--

Identity development through poetry

Mission Statements--craft and sentence develop

Speaking and Listening--discourse and debate

Art & Music-

Norman Rockwell Paintings

Arlo Guthrie

<< Previous Year



Newtown Public Schools  
Social Studies 5



Reed Intermediate School > Grade 5 > Social Studies > Social Studies 5 > Week 10 - Week 18

Last Updated: Today by Gael Lynch

# The American Migration: Beliefs and Values Unfold

Collaboration

## Enduring Understanding(s)/ Generalization(s)

### Conceptual Lens: Beliefs and Values

1. The natural wealth of a region influences its development and culture.
2. Many factors influence the movement of people from one region to another.
3. Democratic governments receive their power from their citizens.
4. Economic decisions are made by individuals and/or governments.
5. A nation's cultural identity is based on the beliefs and values of its people.

## Essential Question(s)

- What ideas, events, conflicts, and resolutions shaped the beliefs and values of our new nation?
- What were the results of the movement West?
- Which event of this time period was most significant? Why?

## Guiding Questions

*Factual, Conceptual, Provocative*

### Bend One: The Wants and Needs of a New Nation

- What factors contributed to the migration of people in the US in the nineteenth century? (Factual)
- What beliefs and values or changing needs can cause people to voluntarily choose to leave their native region? (Conceptual)
- How did America's geography and natural resources contribute to changes in the prosperity of its people? (Provocative)
- Does migration always improve one's life? Why? (Provocative)

### Bend Two: Troubles in a Growing Nation

- What troubles did the new nation experience during this time period? (Factual)
- What were the perspectives of the conflicting groups, the pioneers and the native people? (Conceptual)

### Bend Three: Results of a Growing Nation

- What were the results of the movement West? (Factual)
- How can history help a culture to evaluate mistakes once they are made? (Conceptual)
- How can the progress of one group impede the progress of another? (Provocative)
- How were Canadian populations affected by the American migration west? (Provocative)

## Standard(s)

*Content and CCSS*

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will--

**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5**

**CCSS: Grade 5**

**Reading: Informational Text**

**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**Writing**

**Research to Build and Present Knowledge**

**7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**CT: Social Studies Frameworks (2015)**

**CT: Grade 5**

**Dimension 2: History**

**Perspectives**

- HIST 5.4 Explain why individuals and groups during the same historical period differed in their perspectives.

**Causation and Argumentation**

- HIST 5.9 Explain probable causes and effects of events and developments.

- Interpret short, appropriately leveled readings associated with each of the topics with a partner in class.
- Engage in multiple readings for the purpose of following a series of guided questions for discourse.
- Analyze information based on the guided/essential questions.
- Express their understandings through discourse and debate.
- Create a short diary entry, chronicling the events of the day, told from a pioneer, Native American, or participant in the Corps of Discovery, for example.
- View short film clips designed to support student understanding through re-enactment.
- Analyze artwork/photography from this period of migration.

**Content/Topics**

*Critical content that students must KNOW*

- Louisiana Purchase
- Thomas Jefferson
- Napoleon
- Lewis and Clark
- Sacajawea
- Corps of Discovery
- Erie Canal
- Trail of Tears
- Oregon Trail &/or the California Gold Rush
- Transcontinental Railroad

**Skills**

*Transferable skills that students must be able to DO*

**Core Learning Activities**

*This unit is an integrated unit with the Language Arts/Reading curriculum.*

**Unit= 14 Days**

**Bend One:** The Wants and Needs of a New Nation (5 days)

**Essential Question:**

What ideas, events, conflicts, resolutions shaped the beliefs and values of our new nation?

- \*\* Begin Mentor Text: *Who Settled the West?* by Bobbie Kalman
- \*\* Prepare word wall with upcoming domain-specific vocabulary to be taught in unit. (expansion, destiny, exploration, innovation, injustice, manifest, nation building, pioneer, migration, compromise)

**Resources**

*Professional & Student*

- Social Studies-Western Hemisphere and Europe, Houghton Mifflin
- Mentor Text--*Who Settled the West?* by Bobbie Kalman
- Web Connections:
- Brain pop, Britanica for Kids, World Book Students, Web Path Express
- United Streaming

 Westward Expansion Resources.docx

1. Overview of the movement West-lesson plan attached. Pictures for lesson are saved on teacher share. (1 day)
2. Louisiana Purchase- lesson plan attached (1 day)
3. Lewis and Clark- lesson plan attached (1 day)
4. Erie Canal- lesson plan attached (1 day)
5. Selected student readings from resources saved on teacher share. (2 days)

**Bend Two:** Troubles of a Growing Nation (4 days)

**Essential Question:**

What ideas, events, conflicts, and resolutions shaped the beliefs and values of our new nation?

1. Centers (Images, Maps, Reading, Media) (4 Days)
- Center materials saved on teacher share

**Bend Three:** Results of a Growing Nation (5 days)














**Essential Questions:**

What were the results of the movement West?  
Which event of this time period was most significant? Why?

Use selected reading/ video clips for the purpose of inquiry:

1. Oregon Trail (1 day)
  2. Trail of Tears (1 day)
  3. Transcontinental Railroad (1 day)
  4. Debate (either whole class or small group): (1 day)
- Which event of this time period was most significant? Why?
5. After debate, students will write a draft of a persuasive essay on this topic. (This will be used as a pre-assessment for the persuasive writing unit.) (1 day)

\*\* Students will select a topic of interest from this time period to further research. They will write a research-based informational book in Language Arts class. See Unit Two in the Reading and Writing Curriculum.

-  Grade 5 SS Unit 2- Westward Expansion Lesson 1 (1).docx
-  Louisiana Purchase Lesson 2.docx
-  Louisiana Purchase Materials.pdf
-  Lesson Plan-The Explorations of Lewis and Clark.docx
-  Brain Pop Handout.pdf
-  Lewis and Clark Map.pdf
-  Lewis and Clark Reading Handout.docx
-  Erie Canal Lesson 4 version 2.docx
-  Center Reflections.docx
-  Images Center docx
-  Art Interpretation Rubric.docx
-  Research & Notetaking Rubric.docx
-  Primary source Center.docx

Assessments (Titles)

The American Story: An Informational Book

Graduation Standards


[Information Literacy](#)  
[Problem Solving](#)

Interdisciplinary Connections

Language Arts and Reading:



**Extended Essay**

Students will create an informational book on a topic connected to this time period. This will culminate their work in research teams, reading and discussing different aspects of this time period with 'just right' books at a grade 3-5 level. They are asked to break their work down into three sub-topics, with headings for each, and will be asked to demonstrate some thinking beyond the text, with a conclusion that pulls the ideas together and drives their reading home to their reader.

 Westward Expansion Rubric.docx

**Debate: Most Significant Event  
Summative: Oral Report**

Students will prepare a debate answering:  
Which event from this time period was the most significant and why?  
Students will complete a graphic organizer to plan their debate.  
Debates could be done as a whole class activity or in a small group setting.

 Bend Three Assessment Organizer.pdf  
 Bend three assessment rubric.pdf

Spoken Communication  
Written Performance

- Written Performance

Students will convey information in written form about America's Story of expansion, and how the culture and the nation was changed forever as a result.

Student will read and research a topic related to Westward. Expansion using appropriately leveled resources, working in teams to develop their understandings.  
Students will craft an essay, with an introduction and conclusion and a minimum of three body paragraphs to explain one aspect during this time period.

Art and Music (Exploration through Centers):

American Migration Artwork  
Bruce Springsteen: 18 miles on the Erie Canal  
Arlo and Woody Guthrie





Newtown Public Schools  
Social Studies 5



Reed Intermediate School > Grade 5 > Social Studies > Social Studies 5 > Week 19 - Week 28

Last Updated: Today by Gael Lynch

# The Latin American Story: Cooperation and Conflict

Collaboration

## Enduring Understanding(s)/ Generalization(s)

### Conceptual Lens: Cooperation and Conflict

- A region's landforms, bodies of water, and climate offer a wide range of natural resources which affect daily life, both past and present.
- Early civilizations can affect the culture developed over time.
- A civilization's ability to succeed is affected by its natural resources and its relationships with other countries.
- The culture of a region is a reflection of its ethnic diversity, history, daily life and customs.

## Essential Question(s)

- What were the contributions of the first inhabitants of Latin America?
- How did geography influence the Aztec, Inca, and Mayan civilization?
- How does colonization impact native cultures?
- How have ancient civilizations and colonization impacted Latin American countries today?

## Guiding Questions

*Factual, Conceptual, Provocative*

### Bend One: Building Background of Ancient Civilizations--Mayan, Aztec and Inca

- How did geography influence the Aztec, Inca, and Mayan civilization? (Conceptual)
- How has the physical geography influenced Latin America's history? (Conceptual)

### Bend Two: The Impact of Colonization on Native Cultures.

- Who colonized native lands in Latin America? Why? (Factual)
- What impact did colonization have on Latin American cultures? (Conceptual)
- What caused the Latin American colonies to fight for independence? (Conceptual)

### Bend Three: Latin America Today

- What factors influence the climate of Latin America? (Factual)
- What evidence of ancient cultures and colonization can be seen in Latin America today? (Factual)
- How is civilization's ability to succeed affected by its natural resources and its relationships with other countries? (Conceptual)
- In what way is the culture of a region demonstrated through its ethnic diversity, history, daily life and customs? (Conceptual)
- How has the geography of Latin America effect its economy/natural wealth? (Conceptual)

## Standard(s)

*Content and CCSS*

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

## CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 5

### Capacities of the Literate Individual

**Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language**

- They come to understand other perspectives and cultures.

### Reading: Informational Text

**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

### Writing

**Research to Build and Present Knowledge**

**7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

- trace and explain the unifying features for each of the three ancient Latin American cultures: Aztec, Mayan and Inca.
- describe how geography influenced the Aztec, Mayan, and Inca civilizations.
- analyze how colonization impacted the ancient civilizations of Latin America.
- apply their understandings of colonization and explain the causes and effects of the Latin American quest for independence.

## Content/Topics

*Critical content that students must KNOW*

Complex Societies and Civilizations  
 Economy  
 Natural Resources  
 Colonization  
 Explorers  
 Indigenous People  
 Incas, Aztecs, Mayans  
 Settlement  
 Conflict vs. Cooperation  
 Revolution  
 Republic  
 Democracy  
 Parliament  
 Dialects/Languages  
 Temperate Climate

## Skills

*Transferable skills that students must be able to DO*

- **1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.**
- **3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.**
- **6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.**

*Students will do the work of historians for a great deal of this unit, following a bit of initial lecture, reading and video clips. The expectation is that they will work through centers with guided discovery and teacher mentorship.*

## Core Learning Activities

**Bend One: Building Background of Ancient Civilizations--Mayan, Aztec and Inca** (9 Days)

### **Essential Questions:**

What were the contributions of the first inhabitants of Latin America?  
 How did geography influence the Aztec, Inca, and Mayan civilization?

- 1) Create an anticipatory mindset, using the TCRWP 'Anticipation Guide Related to Latin America (in the appendix). \*The statements in this guide should be used to guide instruction throughout the unit. (1st day)
- 2) Use mini-lesson/lecture format, whole class read-aloud, and United Streaming video clips to build background knowledge. (1st day)
- 3) Center-based Instruction (Center options: students rotate through four centers over 2-4 days depending on how much class time is allotted, or content of centers can be taught whole class over the course of 2-4 days, with more materials needed in that case )-includes 4 TCRWP centers, developed by fifth grade team.

## Resources

*Professional & Student*

- \*True Book Series, by various authors
- \*You Wouldn't Want to Be... series by various authors
- \*History News: The Aztec News by Phillip Steele
- \*Machu Picchu: The Story of the Amazing Incas and Their City in the Clouds (Wonders of the World Book) by Elizabeth Mann
- \*Aztec News: Invaders Flee City!, by Philip Steele

\*\*\*FOR TEACHERS ONLY--to develop and deepen their own background information, Latin American Revolutions: Crash Course in World History #31, by John Green (link below)

\*\*For Teachers (possibly with students)--Recommend pre-screening, and showing in short segments to allow the unit to flow. A demonstrated history with scenes from today in the backdrop to create the dynamic between the old and the new.

Map Study Center, Non-fiction Reading Center, Artwork and Architecture Center, Artifact Center. (4 days)

4) Collect and Introduce a Word Wall of specific content vocabulary as the Unit/Bend unfolds. (Tier II vocabulary words to teach: ancient, civilization, colony, revolution, republic, democracy, parliament, dialects, temperate, grassland, region, inhabitant, restructuring.)

5) Administer Assessment of Bend One. Use Response Rubric to score. (1 Day)

**Bend Two: Developing the Learning--The influences of systems upon how a new territory is colonized/settled. The impact of colonization on native cultures.** (8 days)

**Essential Question:**

How does colonization impact native cultures?

1) Develop background knowledge through mini-lecture (see page 10), guided note-taking, referencing individual student maps to trace colonization and support understanding. (1 day)

2) Centers: Maps, Non-fiction Reading, Analysis of Artwork and Architecture, Artifacts

The focus of these centers is on the colonists and conquistadors, comparing to the original

native cultures. (4 days)

3) Mini-lesson/Instructional Lecture accompanied by short video clips-- Conquistadors--How and why they sought to conquer the world, and specifically the ancient cultures in this region. Start writing long in preparation for the next day's grand discussion. (1 day)

4) (Students will complete written comments in preparation for the grand discussion.) Grand Discussion--Referring to notes and their writing, students will discuss the impact of colonization on native cultures, with comparison to what was learned in Westward Expansion and how native cultural groups were affected in the US. This work will be done in small group with teacher acting as facilitator, assessing students' ability to articulate their thinking in the group. (1 day)

5) Closure: The Road to Independence-Powerpoint/short lecture related to the various ways in which the Latin American Countries came to become independent. Quick visual clip, demonstrating the changes and how they occurred in Latin America's quest for independence: Colonial History of South America, one minute, twenty seconds. (1 day)

**Bend Three: Latin America Today** (7 days)

**Essential Question:**

How have ancient civilizations and colonization impacted Latin American countries today?

1.) Latin America today--students will explore the Regional Atlas in the text, comparing and contrasting the populations, wealth and education of countries in this region, also identifying the countries on a map with its landforms and natural resources. (1 day)


2) Map Assessment. (1 day)

3) Independent/facilitated study: Students will select a country for the purpose of delving deeper into the past and present day culture in one Latin American country, taking the stance of a visitor returning from that country. (4 days researching/note-taking)

(Researching, gathering and analyzing relevant information will be completed in school. Suitcases will be finalized at home.)

4) Celebration Day: Students will present their country, highlighting important points from their suitcase project to inform other students. (1 day)

 <https://www.youtube.com/watch?v=ZBw35Ze3bg8>

 <http://www.bing.com/videos/search?q=Mayan%20Inca%20Aztec%20History&qs=n&form=QBVR&pq=mayan%20inca%20aztec%20history&sc=2-24&sp=1&sk=#view=detail&mid=993272AF6555DBF36D64993272AF6555DBF36D64>

 Latin America Bend One Lesson Plans.docx

 LA Bend One Artwork Architecture Center PPT.pptx

Lat. Am. Bend One note taking sheet Artwork Center.docx

📎 LA Bend One Artifact Center PPT.pptx

📎 Note taking page for Artifact Center Bend One.docx

📎 Latin America- Bend One- Map Center.pptx

📎 Note taking page for MapCenter Bend One.docx

📎 Lat. Am. Bend One Nonfiction Rdg Center.docx

📎 Note taking page for nonfiction reading Center Bend One.docx

📎 Research & Notetaking Rubric.docx

📎 Center Reflections.docx

📎 Lat. Am Bend One Assessment Rubric.pdf

## Assessments (Titles)

### Historians Write to Learn Extended Essay

Bend One Assessment:

Students will review their notes and reflections to develop and deepen one or two central ideas about the development of the Mayan, Inca and Aztec cultures in Latin America.

### The Impact of Colonization on Native Cultures

#### Other oral assessments

Bend Two Assessment:

Students will discuss/debate the impact of colonization upon the native cultures of Latin America. As they talk, they should be prepared

- to prove their thinking,
- to provide evidence from both the videos or the information from their center-based notes.
- to connect to previous notes and discussions related to the native populations in the US

### Latin American Suitcase Project Summative: Exhibition

Students will select a country for the purpose of delving deeper into the past and present day culture in one Latin American country, taking the stance of a visitor returning from that country. (4 days researching/note-taking)  
Students will be expected to

- research
- gather and analyze relevant information
- present

## Graduation Standards

Information Literacy

Problem Solving

Spoken Communication

Written Performance

- Spoken Communication

Students will debate the topic of colonization and the impact on the lives and cultures of native cultures with accuracy, clarity and authority with others in study/research team formats.

## Interdisciplinary Connections

Language Arts and Reading:

This unit will impact students' abilities to form an opinion/stake a claim and justify their thinking through discussion (verbal rehearsal) followed by writing.

Visual Arts and Music:

Students will be exposed to Latin American folklore, visual arts, architecture of ancient civilizations, and music both past and present.

Center-based Learning:

- Art/Architecture Study
- Geography-Map Study
- Language Arts-Listening, Viewing and Speaking collegially with grade level partners

<p> Latin_America_Assessment-Bend_One-Write Long.docx</p> <p> Latin American Suitcase Project.doc</p>		
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# Latin America Today: Creating Change

Collaboration

## Enduring Understanding(s)/ Generalization(s)

### Conceptual Lens: Creating Change

- Daily life differs from one place to another in the Western Hemisphere.
- Differences in employment, education, and freedoms and rights can affect how people live.
- Lack of equality affects the lives of people and deserves attention and action.
- One individual can affect change to shift the level of equality in a community.

## Essential Question(s)

- How does where people live affect their access to jobs, education, and the right to be represented equally?
- How does inequity affect a community?
- How can we make a difference in the world when it comes to employment, education, and voting rights?

## Guiding Questions

*Factual, Conceptual, Provocative*

### Bend One: Understanding Access

- What types of data can provide us with information to evaluate the quality of peoples' lives? (Factual)
- How can studying the images of people in the Western Hemisphere reveal the story of how they live? (Conceptual)

### Bend Two: Creating Equal Access in Latin America

- How might you compare the information from studying one map/group of statistics with the information from another map/group of statistics? (Factual)
- For what purposes do you think the different maps/statistics were created? (Factual)
- What value do these maps seem to have when studying equality among nations? (Conceptual)
- What kind of emotions does the specific data/information gathered generate? (Conceptual)
- How can studying maps, statistics and images help us to weigh the level of equality in how people live in various communities? (Provocative)

### Bend Three: Making a Difference in Latin America

- What organizations serve people's disparate needs in the world? (Factual)
- How can an organization match its services to specific groups in need? (Conceptual)
- How can one person join the cause to bring equal resources to others in our world? (Provocative)

Standard(s)

*Content and CCSS*

**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5**

**CCSS: Grade 5**

**Speaking and Listening**

**Comprehension and Collaboration**

**1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**Presentation of Knowledge and Ideas**

**4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will

- explore specific instances where inequality exists in Latin American nations
- compare the effect that this inequality exists in various communities.
- ponder solutions to problems of access.
- collaborate and engage others in social action by presenting a problem of inequality and recommending possible solutions.

Content/Topics

*Critical content that students must KNOW*

- famine
- diversity
- homogeneity
- symbolic
- economics
- development
- equality/inequality
- ancestors
- resources access
- suffrage
- equity/inequity
- employment
- illiteracy
- literacy
- scarcity
- abundance
- overabundance

Skills

*Transferable skills that students must be able to DO*

## Core Learning Activities

**Unit = 11 days**

### Bend One: Understanding Access (2-3 days)

**Essential Question:**

How does where people live affect their access to jobs, education, and the right to be represented equally?

*(In advance: Prepare word wall for teaching of domain-specific vocabulary: famine, diversity, economics, development, ancestors, resources, suffrage, inequity, illiteracy, literacy)*

1. Lesson One- Understanding Access (lesson plan attached) (1 Day)
2. Lesson Two- Investigating a series of issues related to over-abundance/scarcity of resources in this region through centers. (lesson plan attached) (1-2 days)

### Bend Two: Creating Equal Access in Latin America (4 days)

**Essential Question:**

How does inequity affect a community?

1. Student Immersion in a Social Action Study(1 Day)  
Read Aloud stories of individuals who have taken courageous, innovative steps to improve access to resources. (Karen Towers- Latin America and Caribbean Bureau or Save the Children)
2. In small groups, pick employment, education, or voting rights to study in detail. Research and respond to discussion questions. (3 days)


### Bend Three: Making a Difference in Latin America (3-4 Days)


**Essential Question:**


How can we make a difference in the world when it comes to employment, education, and voting rights?

1. Make a poster or other visual representation of their case study. (1-2 days)
2. Present poster/ visual to class a summary of the group's questions, concerns and social action plan (1-2 days)

 Research & Notetaking Rubric.docx

 Center Reflections.docx

 Western Hemisphere Today Lesson 1.docx

 Western Hemisphere Today Lesson 2.docx

## Resources

*Professional & Student*

**Books:**

*My Librarian is a Camel* by Margriet Ruurs

*The Child in Latin America: Health, Development and Rights* by Ernest J. Bartell

*South America* by Libby Koponen

*A La Rueda, Rueda: Traditional Latin American Folk Songs For Children* by Mirna Y. Cabrera & Martha E. Esquenazi

Possible Read-aloud: *Esperanza Rising*, by Pam Munoz Ryan

**Websites:**

[www.worldbank.org](http://www.worldbank.org)

[www.worldbymap.org/LiteracyRates.html](http://www.worldbymap.org/LiteracyRates.html)

[www.un.org/en/documents/udhr/](http://www.un.org/en/documents/udhr/)

[www.ohchr.org/EN/HRBodies/Pages/UniversalHumanRightsIndexDatabase.aspx](http://www.ohchr.org/EN/HRBodies/Pages/UniversalHumanRightsIndexDatabase.aspx)

[www.YouthforHumanRights.org](http://www.YouthforHumanRights.org)

[world.bymap.org/LiteracyRates.html](http://world.bymap.org/LiteracyRates.html)

<https://www.google.com/search?q=latin+America+pictures>

<http://www.worldbank.org/en/news/feature/2012/10/03/empleo-perspectiva-as-america-latina-2012T>

<https://newsela.com/> News and Current events with leveled reading.

## Assessments (Titles)

**Problems and Possible Solutions in the Western Hemisphere Exhibition**

Students will work with a partner to create a poster, diorama, or digital display, highlighting a problem with its causes in the Western Hemisphere today  
They will articulate it to a small group and offer possible



## Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

- Information Literacy

Students will access three sources as references and cite them using an MLA format.

## Interdisciplinary Connections




Arts and Images:

Student Gallery Walk and Center-based Inquiry

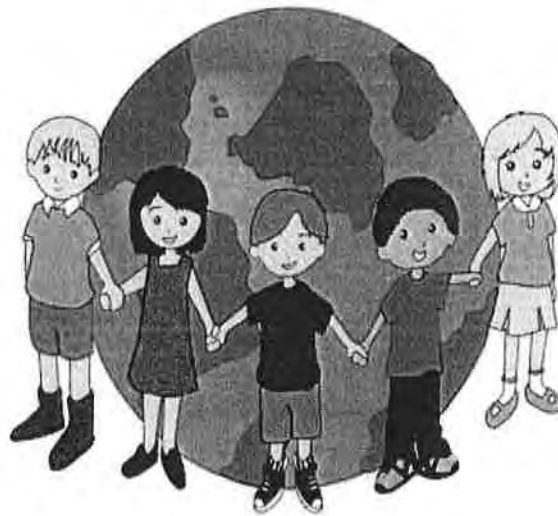
Language Arts: Speaking, Listening, Note-taking and Presenting



solutions wit a call to action to those that visit their site.

-  A CALL TO ACTION.docx
-  Oral Presentation Rubric- Western Hemisphere Today.pdf
-  Poster Rubric- Creating Change.pdf

Reed Intermediate School  
Grade Six  
Social Studies Curriculum



Cultures of the  
Eastern Hemisphere

March, 2015

## **Our Mission:**

**To educate students in the conceptual understandings of world cultures in order to promote acceptance, tolerance and understanding.**

**Reed Intermediate School  
Social Studies Curriculum Synopsis  
Grade Five**



**Our Mission:**

**To educate students in the conceptual understandings of world cultures in order to promote acceptance, tolerance and understanding.**

**Unit One: Unity and Diversity**

**Culture:**

Building a Class Culture, introduction to the concept of culture

Setting Individual and Class Goals

Governing Ourselves: Class Missions/Rules

**Civics:**

How we are governed: The Rights and Responsibilities of a Citizen

The importance of laws; how a bill becomes a law

**Thinking Like a Geographer:**

Building Background Knowledge of the US, using the five themes of geography  
(conducting a mini-research project, taking notes, and sharing findings with others)

**Unit Two: Beliefs and Values**

**American Migration—How an Established Culture Changes and Grows**

**Culture:**

The Problems of Growth and Immigration

The President's Response: Louisiana Purchase

**History/Movement—Thinking like a Historian**

How and why citizens take risks for a better life—push/pull factors

Lewis and Clark—the daring efforts of a small group informs the understandings of a nation

The cause and effects of history in the making: how native populations are affected by change

### **Unit Three: Cooperation and Conflict**

#### **Latin America—Understanding the Gifts of Ancient Populations**

Culture—thinking like an archeologist/museum curator

Inquiry-based study of the three native populations

How artifacts (art, sculpture, architecture—remnants of a population) accompanied by historical readings can inform understanding

History/Movement—Thinking like a Historian/a Geographer

How colonization/immigration changes the lives of established cultures

Tracing the parallels to our own nation

Thinking like a Geographer—

Conducting small research project to grow in the understanding of one

Latin American nation, using the five themes of geography

Sharing our Understandings: Instructing others in short presentations

### **Unit Four: Change**

#### **Latin America Today—Evaluating the Gifts and Disparities in our World**

Culture—How does a country grow and prosper

Inquiry/Research—Using current news stories, pictures and documents to inform our understandings in the world

Discussion/Debate—Can we change outcomes, what changes are worthy of our efforts

World Citizens—Citizenship in Action

Becoming Informed--Conducting small research projects

Call to Action: articulating our understandings of prosperity/disparity in our world



# Unit Planner: Global Society Social Studies 6

Tuesday, April 28, 2015, 3:43PM



Reed Intermediate School > 2014-2015 > Grade 6 > Social Studies > Social Studies 6 > Week 2  
- Week 9

Last Updated: Saturday, April 25, 2015 by Maura Drabik

Drabik, Maura; Lynch, Gael; PaganoHepburn, Valerie; Strait, Sara

## Enduring Understanding(s)/ Generalization(s)

**CONCEPTUAL LENS:** Unity and Diversity

1. Regional populations are made up of different cultures, each of which is based on common beliefs, customs and traits.
2. Members of a global society recognize diversity in others.

## Essential Question(s)

1. What are the elements of culture that make it unique?
2. What are the advantages and disadvantages of a diverse culture?
3. Why is it important to understand the concepts of diversity before studying world regions?
4. How do the Five Themes of Geography connect to the study of our world?
5. What lessons can we learn from studying prejudice throughout our history?

## Guiding Questions

*Factual, Conceptual, Provocative*

### 1. Populations of Cultures:

- F: What are the Five Themes of Geography?
- F: What factors influence the development of culture?
- F: What common elements make up a society?
- F: How do changing cultures influence each other?
- C: How are the Five Themes of Geography used to analyze the common features within the world's diverse cultures?
- C: What is culture?
- P: Is globalization good for everyone? Why?
- P: Do you think the effects of outsourcing are positive or negative on the Global economy? Why?

### 2. Recognizing diversity in others:

- F: What is a stereotype?
- F: What are some examples of prejudice throughout history?
- F: What examples of cultural diversity can you identify in your community?
- C: What makes a people unique?
- C: How do you recognize a stereotype? What prevents people from accepting differences?
- P: How can the diverse elements of a global population benefit a society?

## Standard(s)

Content and CCSS

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

**CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12**

**CCSS: Grades 6-8**

**Reading: History/Social Studies**

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**Writing**

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.6-8.1. Write arguments focused on discipline-specific content.

**CT: Social Studies Frameworks (2015)**

**CT: Grades 6-7**

**Dimension 2: History**

World Regional Studies

Change, Continuity and Context

HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region.

**Dimension 2: Geography**

Human-Environment Interaction: Places, Regions, and Culture

GEO 6–7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people.

Global Interconnections

GEO 6–7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

**Dimension 4: Communicating Conclusions & Taking Informed Action**

World Regional Studies

INQ 6–8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

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1. Examine the format of our Grade 6 textbook, Exploring Our World.
2. Identify the Five Themes of Geography and connect the themes to one country.
3. Create a context of understanding for key vocabulary related to the topics of unity and diversity.
4. View media and read selected texts to identify examples of prejudice both in history and in today's world.
5. View media and read selected text to develop an understanding of globalization.
6. Take a stance to support or oppose globalization in today's world.

## Content/Topics

*Critical content that students must KNOW*

Unity and Diversity as related to:

**Geography:** Five Themes: Location, Place, Region, Movement, Human Environmental Interaction; Absolute and Relative Location; Imports and Exports

**Human and Cultural Geography:** Globalization; Outsourcing; Cultural diffusion;

Emigration and immigration; Developing vs. industrialized countries

**Valuing Self and Others:** Ethnicity, bias, prejudice, discrimination, stereotype, traditions, customs, ancestry, bigotry and multiculturalism;

Discrimination against a group: Native Americans, Holocaust, Slavery, Detention of Japanese Americans, for example.

## Skills

*Transferable skills that students must be able to DO*

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

## Core Learning Activities

- Mission Statements to be written within this unit in the cluster.
- Establish Pen Pals, if possible.
- **Diversity Vocabulary Lessons:**
  - What is diversity? Discussion.
  - Brainstorm examples, vocabulary, etc.
  - Introduce Vocabulary List: stereotype, bias, bigotry, racism, cultural identity, acceptance, tolerance, etc
  - People Tags Lesson
  - Stereotype Busters
  - Time Journal (EOW pg 100-101) Discuss world diversity
- **Five Themes of Geography Lessons:**
  - Five Themes of Geography Video (United Streaming- 17 min)
  - EOW pg.15
  - Reading Essentials (pgs.1-3)
  - Optional Activity to supplement: What are the Five Themes of Geography? (EOW p. 15) "Oh the Places You'll Go" Project (5 themes – on teachershare)

Steps to the optional activity:

1. Book Walk through EOW on sample country to understand elements of the text.

## Resources

*Professional & Student*

*Professional-*

- EOW Chapter 3
- Five Themes of Geography video and packet (RIS Library)
- Stereotype Busters Game (Teachershare)
- People Tag Activity (Teachershare)
- Vocabulary List (Teachershare)
- Mission Statements (Teachershare)
- Oh The Places You'll Go by Dr. Suess

*Student-*

- Exploring Our World
- pics4learning.com
- lonelyplanet.com
- nationalgeographic.com
- Britannica Online and World Book Online



2. Choose a country from the EOW
3. Take notes for each of the five themes from text or alternate resource (i.e., Britannica Online)
4. Introduce appropriate websites for pictures.
5. Computer Lab or laptops- for typing and pictures
6. Create graphic organizer from Dina Zikes *Reading and Study Skills Foldables*.
7. Use information learned about selected country and compare/ contrast to the USA using the Five Themes of Geography.

**Global Culture Lessons:**

- What is culture?(EOW p. 83)
- Global Product Hunt (possible at-home activity)
- Read Ch 3, Sec 2 EOW (and take notes)
- Read p. 89 "Global Culture" and discuss "Time Perspectives: Exploring world issues" pgs. 77 – 81
- *Optional*-Show Spotlight Video (EOW Resources) on Bhutan becoming globalized (found in disc menu under title "Global Cultures")
- *Optional*- View United Streaming "Thomas Freidman: Outsourcing" video clips/ or "Koppel on Discovery: The People's Republic of Capitalism: Joined at the Hip" video clips
- Read "You Decide" (EOW pgs. 90-91)
- How do changing cultures influence each other?
- What are the Pros and Cons of living in a Global Society? For ourselves? For others in our world?

**Assessments (Titles)**

**Test on Vocabulary & Examples from History**

**Summative: Written Test**

- What common elements make up a society?
- What makes a people unique?
- What are the advantages and disadvantages of a diverse culture?
- What is a stereotype?
- How can stereotyping be dangerous?
- What are some examples of prejudice throughout history and even today?
- What lessons can we learn from recognizing prejudice?

**Graduation Standards**

- Information Literacy
- Problem Solving
- Spoken Communication
- Written Performance

**Interdisciplinary Connections**

**INFORMATION LITERACY**

*Access and Evaluate Information*

- Use table of contents, index or alphabetical list
- Recognize how information is organized
- Select information from a variety of sources.

**LITERACY**

- Locate and identify countries of the world and the importance of globalization.

- Why is it important to understand the concepts of diversity before studying world regions?

**OPTIONAL ASSESSMENT FOR THEMES OF GEOGRAPHY:**

Formative: Visual Arts Project

**OPTIONAL ASSESSMENT FOR THEMES OF GEOGRAPHY:**

- Show through a flipbook or another visual project:
- What similarities does your selected country have to the USA?
- What differences does your selected country have compared to the USA?
- What are the Five Themes of Geography and how do they apply to the country that you researched?

**ASSESSMENT FOR GLOBALIZATION LESSONS**

Formative: Other oral assessments

**ASSESSMENT FOR GLOBALIZATION LESSONS:**

*Choose a side and defend:*

- Do you think the effects of outsourcing are positive or negative on the Global economy? Why?

**SUMMATIVE ASSESSMENT FOR GLOBAL SOCIETY UNIT:**

Summative: Written Test

**SUMMATIVE ASSESSMENT FOR GLOBAL SOCIETY UNIT:**

- C: What is culture?
- F: How do changing cultures influence each other?
- C: How are the Five Themes of Geography used to analyze the common features within the world's diverse cultures?
- P: Is globalization good for everyone? Why?
- P: Do you think the effects of outsourcing are positive or negative on the Global economy? Why?
- What are some of the advantages and challenges

- Clarify vocabulary and phrases
- Compose journal, reader's response (expository) essay, persuasive writing with teacher support.

**INITIATIVE AND SELF-DIRECTION**

*Manage Goals and Time*

- Set personal goals with increasing independence, incorporating teacher guidance, and rubrics.
- Independently develop and carry out a plan to achieve goals.

that we face as a multicultural society?		
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# Unit Planner: South Asia's Ideals

## Social Studies 6

Tuesday, April 28, 2015, 3:44PM



Reed Intermediate School > 2014-2015 > Grade 6 > Social Studies > Social Studies 6 > Week 10 - Week 17

Last Updated: Today by Maura Drabik

Drabik, Maura; Lynch, Gael; PaganoHepburn, Valerie; Strait, Sara

## Enduring Understanding(s)/ Generalization(s)

### **CONCEPTUAL LENS** :Beliefs and Values

1. *Geographic factors, as well as people's beliefs and values, can influence where people settle.*
2. *Beliefs and values can influence how people interpret the past, present, and plan for the future.*
3. *One person can make a positive difference on the trajectory of a region.*

## Essential Question(s)

1. What are the geographic factors that influenced where people settled on the subcontinent of Asia?
2. What are the key cultural factors related to beliefs and values that have influenced the evolution of the South Asian countries?
3. Why is it important to understand the role of religion in this region?
4. What lessons can we learn from how Gandhi helped to create change in India and the world?
5. How do the Five Themes of Geography connect to the study of Asia?

## Guiding Questions

*Factual, Conceptual, Provocative*

### **1. What physical features might draw people to a region? Why?**

- F: How does the landscape of southern India differ from that of northern India?
- F: What is a subcontinent?
- F: What three mountain chains stretch across South Asia?
- C: Why do you think a large percentage of India's people live in the Ganges Plain?
- P: What beliefs and values cause people to consider landforms holy?

### **2. How did religion play a part in the settlement of South Asia?**

- F: What are the main beliefs of Hinduism, Buddhism and Islam?
- F: What is one way in which all three religions are the same/ different?
- F: What influence does religion have on the culture of South Asia?
- C: How is religion a unifying force in this region?
- C: How do religion, beliefs and practices influence people's lives?

### **3. How did Gandhi help create change in India?**

- F: What is a caste system?
- F: How did South Asia come to be dominated by the British?
- C: What are some positive and negative changes that resulted from British rule in India?

- P: What impact did Gandhi have on the region?
- P. How has Gandhi's non-violent approach influenced others?

## Standard(s)

*Content and CCSS*

**CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12**

**CCSS: Grades 6-8**

### Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They build strong content knowledge.

∨ [Show details](#)

They build strong content knowledge.

They come to understand other perspectives and cultures.

∨ [Show details](#)

They come to understand other perspectives and cultures.

### Reading: History/Social Studies

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

#### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

### Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.6-8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**CT: Social Studies Frameworks (2015)**

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

1. Read and label a map of South Asia and identify landforms, bodies of water and countries on the subcontinent
2. Create a timeline describing the history of South Asia and share in a small group (include ancient history, British rule, Gandhi, new nations, and conflict)
3. Construct a chart to compare and contrast the guiding beliefs, rites of passage, celebrations/festivals, places of worship and the founders of Hinduism, Buddhism and Islam.
4. View media and read text focusing on the history of the British occupation of India.
5. Demonstrate an understanding of Gandhi's effect on India and the world.

CT: Grades 6-7

**Dimension 2: History**

World Regional Studies  
Change, Continuity and Context

HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region.

**Dimension 2: Geography**

World Regional Studies  
Geographic Representations: Spatial Views of the World

GEO 6–7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

Human-Environment Interaction: Places, Regions, and Culture

GEO 6–7.5 Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.

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**Content/Topics**

*Critical content that students must **KNOW***

Beliefs and Values as related to:

**Geography:** Settlement, isolation, population density, subcontinent, Northern mountains, Ganges River, pollution

**Economics:** taxes, boycott, cottage industries, outsourcing

**Culture:** arranged marriages, festivals and ceremonies, caste system, holy places

**Religions:** Islam, Hinduism, Buddhism.

**History/ Government:** civil disobedience, British rule, formation of India and a separate Pakistan, Gandhi's impact on the region

**Skills**

*Transferable skills that students must be able to **DO***

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

**Core Learning Activities**

**Geographic factors influence where people settle.**

- Intro to Asia (KWL)
- Study of four regions: East, South, Southeast, Southwest (mapping activity)
- Connect Five Themes of Geography to

**Resources**

*Professional & Student*

*Professional –*

- EOW teacher resource kit Chapters 16, 17, 18
- World Religion books (i.e. What Do We Know About Buddhism?)

knowledge of Asia

- View, take notes, discuss and write in response to: "World Geography Asia and the Pacific" (United Streaming, use first section Overview of Asia (5:41 minutes)
- Supplemental Videos: "Asia's Global Influence" (US, 50 min) or "Asia: Tradition and Culture" (US, 55 min.)
- Regional Atlas activity (EOW p 442-450)
- Read and share current event from this region. (optional)

Read and research: EOW Chapter 16, Sec 1 or Reading Essentials Workbook Pages (for purposes of student differentiation):

F: What is a subcontinent?

F: How does the landscape of southern India differ from that of northern India? (Answer: p 458)

F: What three mountain chains stretch across South Asia?

C: Why do you think a large percentage of India's people live in the Ganges Plain? (Answer: p 458)

P: What physical features might draw people to a region? Why?

Geography is used to interpret the past, present, and plan for the future.

- Using chapter 17 section 1, jigsaw important dates in small groups.
- Create a timeline describing the history of South Asia and share (including ancient history, birth of Hinduism and Buddhism, British rule, Gandhi, new nations, conflict)
- Read/discuss "Pakistan" + "Bangladesh" Reading Essentials CH 18-2
- Why was the country of Pakistan created?
- Why was the country of Bangladesh created?
- How has religion influenced the culture of South Asia?
  
- Read "Modern South Asia" EOW pages 476-478. Class discussion/note taking on the caste system, British rule and Gandhi's emergence in India
  
- What is a caste system?
- How did South Asia come to be dominated by the British?
- What are some positive and negative changes that resulted from British rule in India?
- Watch video on Gandhi (United Streaming- 6:09 min.) or read *Gandhi* by Demi or view website:

- Illustrated Dictionary of Religions
- Faces: The Real India (magazine)
- Going to School in India (video)
- *Gandhi* by Demi
- United Streaming videos

*Student –*

- EOW page 8 World Atlas: Religions map
- EOW page 85: Major World Religions Chart
- World religion videos (library)
- World nations videos (library)
- Time for Kids
- Junior Scholastic Kids Discover- Ancient India

## Assessments (Titles)

### World Geography Asia and Pacific Video Quiz

Formative: Other written assessments

How do the Five Themes of Geography connect to the study of Asia?

### World Geography Asia and the Pacific Quiz (United Streaming)

### Mapping South Asia

Formative: Visual Arts Project

What are the geographic factors that influenced where people settled on the subcontinent of Asia?

### Differentiate in color and label map of South Asia

Students will identify countries, major landforms and surrounding bodies of waters in South Asia: Northern and southern mountain ranges, Rivers, Deccan Plateau, Ganges Plain, Thar desert, etc.

### Succient Timeline of South Asia's History

Formative: Other Visual Assessments

1. Create a timeline describing the history of South Asia and share in a small group (include ancient history, British rule, Gandhi, new nations, and conflict)

### Comparative Study of World Religions in South Asia

Summative: Visual Arts Project

- What are the key cultural factors related to beliefs and values that have influenced the evolution of the South Asian countries?
  - Why is it important to understand the role of religion in this region?
1. Construct a chart to compare and contrast the guiding beliefs, rites of passage, celebrations/

## Graduation Standards

Information Literacy

Problem Solving

Spoken Communication

Written Performance

## Interdisciplinary Connections

### COMMUNICATION AND COLLABORATION

*Communicate Clearly*

- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

### INFORMATION LITERACY

*Access and Evaluate Information*

- Uses content specific tools and on-line web tools to support learning
- Select information from a variety of sources.

### LITERACY

- Composes to explain & inform
- Uses a graphic organizer
- Clarifies vocabulary and phrases
- Composes journal, reader's response (expository) essay, persuasive writing with teacher.
- Compare & contrast prior knowledge with new information
- Put information into his/her OWN words

### INITIATIVE AND SELF-DIRECTION

*Manage Goals and Time*

- Sets personal goals with increasing independence, incorporating teacher guidance, and analytic rubrics.
- Reflect on process using rubric



festivals, places of worship and the founders of Hinduism, Buddhism and Islam.

**Gandhi's Effect on India and the World**

**Summative: Expository Essay**

**What lessons can we learn from how Gandhi helped to create change in India and the world?**

Students will respond to the following question using information from the text, from class debate/discussions and from readings/videos, as well as from their own optional research: Describe how Gandhi helped create change in India. How effective was Gandhi's leadership?

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# Unit Planner: Africa and Its People Social Studies 6

Tuesday, April 28, 2015, 3:45PM



Reed Intermediate School > 2014-2015 > Grade 6 > Social Studies > Social Studies 6 > Week  
18 - Week 26

Last Updated: Today by Maura  
Drabik

Drabik, Maura; Lynch, Gael; PaganoHepburn, Valerie; Strait, Sara

## Enduring Understanding(s)/ Generalization(s)

**CONCEPTUAL LENS** : Dependence, Independence, Interdependence

1. All living things are dependent on one another and their surroundings for survival.
2. Independence presents both opportunities and challenges.
3. The characteristics and movement of people (interdependence) impact the region's environmental and human interactions.

## Essential Question(s)

1. How are all living things dependent on their surroundings for survival?
2. How does independence present both opportunities and challenges?
3. How does interdependence impact a region's human/environmental interaction?
4. How has intolerance affected the continent of Africa?
5. How do the Five Themes of Geography connect to the study of Africa?

## Guiding Questions

*Factual, Conceptual, Provocative*

### 1. How are all living things dependent on their surroundings for survival?

- F: Where are the rainforests in Africa?
- F: Why is survival difficult in Northern Africa?
- C: What impacts the survival of animals and people in a region?
- P: What changes need to happen in order to ensure the survival of the African rainforest?

### 2. How does independence present both opportunities and challenges?

- F: What were several of the effects that resulted from European rule in Africa?
- F: What African countries won their independence from Europe in the 1900's?
- C: Was European rule positive or negative for the people of Africa? Why?
- C: What conditions allowed for the white-run government to keep control in South Africa for so long?
- P: Why have some countries in Africa adapted to independence better than others?
- P: Why does a country's independence present both opportunities and challenges?

### 3. How does interdependence impact a region's human/environmental interaction?

- F: How do the people of this region interact with their environment? How does the environment

	<p>effect the people?</p> <ul style="list-style-type: none"> <li>• C: How can disease disrupt the economy of a nation?</li> <li>• C: How did the taking of slaves impact the people of Africa?</li> <li>• P: What effect does globalization have on Africa?</li> </ul>
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**Standard(s)**  
*Content and CCSS*  
**CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12**  
**CCSS: Grades 6-8**

**Capacities of the Literate Individual**

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They build strong content knowledge.  
 √ [Show details](#)  
 They build strong content knowledge.

They come to understand other perspectives and cultures.  
 √ [Show details](#)  
 They come to understand other perspectives and cultures.

**Reading: History/Social Studies**

Integration of Knowledge and Ideas  
 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Writing**

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

**CT: Social Studies Frameworks (2015)**  
**CT: Grades 6-7**

**Dimension 2: Geography**

Human-Environment Interaction: Places, Regions, and Culture

GEO 6–7.4 Analyze the cultural and environmental characteristics that make places both similar to and

**Objective(s)**

Bloom/ Anderson Taxonomy / DOK Language

- Interprets charts, diagrams and illustrations using Regional Atlas in EOW
- Locate and identify major political and geophysical regions
- Choose resources to obtain information
- Classify and organize information
- Create a plan
- Develop thesis statement with teacher support
- Support thesis with main ideas, relevant details and appropriate technical vocabulary specific to content
- Compose a research based persuasive or explanatory essay about a topic of concern in Africa.

different from one another.

Global Interconnections

GEO 6–7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

### Dimension 3: Evaluating Sources & Using Evidence

World Regional Studies

INQ 6–8.6 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

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## Content/Topics

Critical content that students must **KNOW**

Dependence/ Independence/ Interdependence as related to:

**History:** Slave trade, European rule, colonization, independence, apartheid

**Geography:** Five Themes; deserts, rivers, mountains

**Economics:** environmental issues, depletion of the rain forest, subsistence farming,

diamonds/ gold/ oil, natural resources, hydro-electric power, need for water, dry farming

**Culture:** poverty, urbanization vs. rural life, disease, malnutrition, life expectancy

## Skills

Transferable skills that students must be able to **DO**

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.

## Core Learning Activities

Initial activities to develop background information:

- KWL of Africa
- Map Comparison: Africa (Political and geographic features-Regional Atlas)

F: Where are the rainforests in Africa?

F: Why is survival difficult in Northern Africa?

Using the demographics on EOW page 366-371, answer the following questions using reader's response rubric:

1. If you could choose one place to live in Africa, using

## Resources

*Professional & Student*

*Professional-*

- EOW teacher edition Chapters 13-15
- United Streaming Video and teacher resources
- Kids Discover- Ancient Egypt
- Kids Discover- Ancient Kingdoms
- Leopards of Zanzibar (video)
- African Wildlife (video)
- The Great Rift Valley (video)
- [A Long Walk to Water](#)
- [Independent Investigation Method](#) by Cindy Nottage & Virginia Morse

the demographics, where would you live, and why?

2. If you could help a country be more successful, using the demographics, what country would it be and why?

- View United Streaming *Regions of the World: Africa* Video (39 minutes)

C: What impacts the survival of animals and people in a region?

P: What changes need to happen in order to ensure the survival of the African rainforest?

*Give follow-up quiz on Part 1 and Part 2 of the video*

### **Ch 14 "History and Government"**

- Read p 397-398 "European Contact"
- Brainstorm essential questions for that section
- Read p 398-399 "Independence"
- Students write essential questions for section
- Read p 400-401 "Apartheid"
- Write essential questions.

F: What were several of the effects that resulted from European rule in Africa?

F: What were several of the challenges that resulted from the 1900s when many African countries won their independence in Africa?

C: What conditions allowed for the white-run government to keep control in South Africa for so long?

P: Was the European rule a good thing or a negative for the people of Africa? Why?

### **Research based essay:**

Begin a research based persuasive or explanatory essay (or information book i.e. TCRWP) about a topic of concern for past or present day Africa.

-Whole Class: Write sample essential questions.

(Suggestion: Integrate with LA class)

- Intro to "What is an essential question?"
- Students pre-search Chapters 13-15 for topics of interest and read
- Write essential questions for the topic of their choice
- Share questions whole group
- Conference to select one question (and its subtopics)
- IIM- Steps to Taking Note/facts

*Student-*

- Exploring Our World
- Britannica Online and World Book Online
- Various texts within the Reed LMC collection

- IIM- Citing Sources lesson
- Library: research, mini-lessons directed toward note-taking, using/ evaluating a reliable source.
- Complete graphic organizer
- Write essay (computer lab or laptops are needed)
- Presentation Day to share

## Assessments (Titles)

### Comparative African Country Study

**Formative: Other written assessments**

Using the demographics on EOW page 366-371, answer the following questions: (Use open-ended response reading checklist to score)

1. If you could choose one place to live in Africa, where would you live, using the demographics, and why?
2. If you could help a country be more successful, using the demographics, what country would it be and why?

### African Video Quiz

**Formative: Written Test**

### Regions of the World: Africa Video Quiz

Students view and then respond to questions, followed by discussion and evaluation of response in class.

### Research-based Essay

**Summative: Expository Essay**

STUDENT GENERATED  
ESSENTIAL QUESTION MUST  
CONNECT TO ONE OF THE  
THREE THEMES OF THIS UNIT:

1. How are all living things dependent on their surroundings for survival?  
or
2. How does independence present both opportunities and challenges?  
or
3. How does interdependence impact a region's human/environmental interaction?

Write a research-based persuasive or explanatory essay( or create an information book) about a topic of concern, past or present, in Africa.

## Graduation Standards

Information Literacy

Problem Solving

Spoken Communication

Written Performance

## Interdisciplinary Connections

### COMMUNICATION AND COLLABORATION

*Communicate Clearly*

- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

### INFORMATION LITERACY

*Access and Evaluate Information*

- Select information from a variety of sources.
- Access information efficiently (time) and effectively
- Evaluate information critically and competently
- Apply technology effectively

### LITERACY

- **Research-based persuasive or explanatory essay** about a topic of concern of past or present in Africa
- Align with TCRWP unit on Social Issues

### INITIATIVE AND SELF-DIRECTION

*Manage Goals and Time*

- Set goals with tangible and intangible success criteria
- Utilize time and manage workload efficiently

For example, to write an explanatory essay, students could identify how access to clean water is a major concern in Africa, then research and report on possible solutions. To write a persuasive essay on this same topic, students would try to convince the class to support a specific cause/ organization that is helping to solve the problem.

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# Unit Planner: Europe: Past and Present

## Social Studies 6<sup>th</sup>

Tuesday, April 28, 2015, 3:46PM



Reed Intermediate School > 2014-2015 > Grade 6 > Social Studies > Social Studies 6 > Week 27 - Week 36

Last Updated: Today by Sara Strait

Drabik, Maura; Lynch, Gael; PaganoHepburn, Valerie; Strait, Sara

### Enduring Understanding(s)/ Generalization(s)

**CONCEPTUAL LENS:** Continuity and Change

1. Landforms, climate zones, and waterways greatly influence where people settle.
2. Major events in history, contribute to the formation of a culture, which promotes either unity or creates a conflict and division.
3. Culture influences the formation of a country.

### Essential Question(s)

1. How do the Five Themes of Geography connect to the study of Europe?
2. What are the prevalent religions of Europe and how did they help influence Europe's identity?
3. How do ethnic groups contribute to a country's identity?
4. Despite their different ethnic backgrounds, languages, religions and traditions, why do Europeans share many similar lifestyles?

### Guiding Questions

*Factual, Conceptual, Provocative*

#### 1. How has Europe's landforms, climate zones, and waterways greatly influenced where people settled?

- F: What are the five types of landforms found in Europe?
- F: What are the major waterways of Europe?
- C: How does climate effect the way that people live?
- C: What waterways influenced where and why people settled?
- P: What physical features might draw people to a region and why?
- P: What environmental problems are threatening Europe's plentiful resources?

#### 2. What events in history contributed to the formation and continuity of a culture?

- F: What are some forces in history that have unified European?
- F: Why was the European Union formed?
- F: What are the prevalent religions of Europe?
- C: How did these religions shape Europe's identity?
- C: What are the benefits of belonging to the European Union?
- P: What effect does migration have on cultural identity?

#### 3. What events in history created a conflict and caused change for the people of Europe?



- F: What were some of the causes of European conflicts?
- F: How are some European conflicts resolved?
- C: What effects did conflicts have on Europe?
- P: What do you think is the main challenge facing Europe's population?
- P: What challenges do ethnic differences and population changes pose for Europe today?

## Standard(s)

*Content and CCSS*

**CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12**

**CCSS: Grades 6-8**

### Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They build strong content knowledge.

∨ [Show details](#)

They build strong content knowledge.

They come to understand other perspectives and cultures.

∨ [Show details](#)

They come to understand other perspectives and cultures.

### Reading: History/Social Studies

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

### Writing

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

- Interprets charts, diagrams and illustrations using Regional Atlas in EOW
- Locate and identify major political and geophysical regions
- Locate resources to obtain information
- Classify and organize information
- Develop a plan
- Monitor and adjust the research
- Compare and contrast two countries from different regions
- Display change and continuity in two countries from different regions.

avoiding plagiarism and following a standard format for citation.

**CT: Social Studies Frameworks (2015)**

**CT: Grades 6-7**

**Dimension 1: Developing Questions and Planning Inquiry**

World Regional Studies

INQ 6–8.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.

**Dimension 2: Geography**

World Regional Studies

Geographic Representations: Spatial Views of the World

GEO 6–7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

Human-Environment Interaction: Places, Regions, and Culture

GEO 6–7.4 Analyze the cultural and environmental characteristics that make places both similar to and different from one another.

Global Interconnections

GEO 6–7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

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## Content/Topics

*Critical content that students must **KNOW***

Continuity and Change as related to:

### History

- Ancient Rome and Greece
- Judaism and Christianity
- Revolutions (ie. scientific and industrial)
- Industry and Conflict
- European Union

### Geography

- Landforms and waterways
- Air and Water pollution and Acid Rain

## Skills

*Transferable skills that students must be able to **DO***

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

- Climate zones effect on vegetation.

### Culture

- National identity
- Immigration
- Values

## Core Learning Activities

### Landforms, climate zones and waterways influence where people settle.

*Review regional atlas (EOW pg. 104-115)*

F: What are the five types of landforms found in Europe?

F: What are the major waterways of Europe?

C: How does climate effect the way that people live?

C: What waterways influenced where and why people settled?

P: What physical features might draw people to a region and why?

P: What environmental problems threaten Europe's plentiful resources?

### Map of regions/ countries(from EOW resources)

### Events in history contributed to the formation and continuity of a culture.

- History and Government and Religion and the Arts-- EOW Chapter 5 Section 1 and 2
- Jigsaw Activity- Assign section on European history to small groups. Read and make a timeline on newsprint. Share with the whole class. Class takes notes on key points of history.

F: What are some forces in history that have unified European?

F: What are the prevalent religions of Europe?

F: Why was the European Union formed?

C: How did these religions influence Europe's identity?

F: Why was the European Union formed?

C: What are the benefits of belonging to the European

## Resources

### *Professional & Student*

#### *Professional-*

- EOW teacher edition Chapters 4,5,6
- United Streaming Video and teacher resources

#### *Student-*

- Kids Discover- Ancient Greece and Rome
- IIM
- Britannica Online or World Book Online
- Greek Mythology
- Videos on Judaism and Christianity

Union?

### Change for the People of Europe

Whose Europe is it? (EOW pages 189-193)

Speaking the same language--debate EOW pages 150 and 151

Read page 153-156 in EOW to discuss Europe's ethnic diversity.

C: What effects did conflicts have on Europe?

P: What do you think is the main challenge facing Europe's population?

P: What challenges do ethnic differences and population changes pose for Europe today?

P: What effect does migration have on cultural identity?

### Culminating Project on Continuity and Change

Compare and contrast two countries from different regions. How did these countries change over time and how did they continue to maintain traditions?

#### Possible formats:

- scrapbook
- trifold poster
- travel brochure
- slideshow
- video
- talk show panel

## Assessments (Titles)

### Europe Map Test

Summative: Other written assessments

Map of regions/countries (from EOW resources)

### Succient Timeline of Europe History

Formative: Visual Arts Project

1. What are some forces in history that have unified Europeans?
2. What were some of the causes of European conflicts?

## Graduation Standards

Information Literacy

Problem Solving

Spoken Communication

Written Performance

## Interdisciplinary Connections

COMMUNICATION AND COLLABORATION

*Communicate Clearly*

• Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

• Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

- Create a timeline describing the history of Europe and share in a small group (include ancient history, British rule, Gandhi, new nations, and conflict)

**Culminating Europe  
Summative: Visual Arts Project  
Culminating Project on Continuity  
and Change**

Compare and contrast two countries from different regions. How did these countries change over time and how did they continue to maintain traditions?

**Possible formats:**

- scrapbook
- trifold poster
- travel brochure
- slideshow
- video
- talk show panel

**Speaking the Same Language  
Debate**

**Formative: Other oral  
assessments**

**"Whose Europe is it  
Anyway?"(EOW 189-193)**

*Choose a side and defend:*

Speaking the same language--  
debate EOW pages 150 and 151  
Read page 153-156 in EOW to  
discuss Europe's ethnic diversity.

**INFORMATION LITERACY**

*Access and Evaluate Information*

- Select information from a variety of sources.
- Access information efficiently (time) and effectively
- Evaluate information critically and competently
- Apply Technology Effectively

**LITERACY**

- Locate and identify countries of the world and the importance of globalization.
- Clarify vocabulary and phrases

**INITIATIVE AND SELF-DIRECTION**

*Manage Goals and Time*

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Be self-directed to design, develop and present projects.

[<< Previous Year](#)



# Unit Planner: Ancient China's Contributions

## Social Studies 6<sup>SS</sup>

Tuesday, April 28, 2015, 3:46PM



Reed Intermediate School > 2014-2015 > Grade 6 > Social Studies > Social Studies 6 > Week 24 - Week 25

Last Updated: Today by Sara Strait

Drabik, Maura; Lynch, Gael; PaganoHepburn, Valerie; Strait, Sara

### Enduring Understanding(s)/ Generalization(s)

**CONCEPTUAL LENS:** Maintaining Cultural Identity

1. *Inventions and subsequent innovations have a far-reaching impact on societies.*
2. *Multiple texts may have similar themes or topics, however an author's approach to presenting ideas and information can differ. (Reading in the Content Area goal)*

### Essential Question(s)

1. How have Chinese inventions affected the world and our lives today?
2. How can we read in such a way that we develop deeper understandings of a topic, learning to weigh and evaluate evidence with the careful eye of a researcher?
3. How do different authors present ideas and information in different ways on a similar topic?
4. How can readers keep track of the information and ideas they learn across multiple texts?

### Guiding Questions

*Factual, Conceptual, Provocative*

- F: What is a dynasty?
- F: What were some of the contributions of the early dynasties?
- C: What might be the advantages and disadvantages of being ruled by a dynasty?
- C: How have the arts helped China maintain its cultural identity over time?
- C: How can trade influence the ideas and lifestyles of cultures?
- P: Why do you think inventions and trade along the Silk Road flourished in ancient China?
- P: What contributions from the ancient Chinese are relevant today? Why?

### Standard(s)

*Content and CCSS*

**CCSS: English Language Arts 6-12**

**CCSS: Grade 6**

**Reading: Informational Text**

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

6. Assess how point of view or purpose shapes the content and style of a text.

### Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

1. Identify Chinese inventions from Ancient China
2. Recognize contributions of early Chinese dynasties.
3. Distinguish important info from minor details
4. Put information into own words
5. Compare and contrast the ways authors present information on a similar topic
6. Evaluate content presented in diverse formats and media

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12**

**CCSS: Grades 6-8**

**Reading: History/Social Studies**

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**Writing**

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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**Content/Topics**

*Critical content that students must **KNOW***

Maintaining Cultural Identity as related to:

Dynasty, traditional arts, census, inventions, music, architecture, calligraphy.

**Skills**

*Transferable skills that students must be able to **DO***

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

**Core Learning Activities**

**DAY#1**

**Resources**

*Professional & Student*

Culture influences people's perceptions about places and regions.

- Read about Early China (p 551-552), Later Chinese Dynasties (p552) and make a foldable note sheet.

F: What is a dynasty?

C: What might be the advantages and disadvantages of rule by a dynasty?

F: What were some of the contributions of the early dynasties?

P: Why do you think inventions and trade along the Silk Road flourished in ancient China?

P: What contributions from the ancient Chinese are relevant today?

**2 DAYS**

1. View United Streaming video- China: From Past to Present: The Silk Road, the Great Wall, and Changes in Government (21 minutes)

2. Take notes focusing on the major ideas. (Use the graphic organizer found in Teacher Share.)


**COMMON FORMATIVE ASSESSMENT:**

1. China: From Past to Present: The Silk Road, the Great Wall, and Changes in Government video quiz (teacher share SS folder)

2. Note-taking from various sources

**2 DAYS**

Non-fiction reading comparing and contrasting ideas on the subject of Chinese inventions (See Reading Lesson plan)

 Non-fiction reading on Chinese inventions.docx

*Professional-*

- EOW teacher resource kit
- The Great Wall, by Elizabeth Mann
- Ancient China ( Kids Discover booklet )
- Exploring China Eileen Guiffre Cotton & Carole F. Stich
- The Boy Who Painted Dragons- Demi
- The Moon Lady-Amy Tan
- United Streaming Video- "China from Past to Present: The Silk Road, the Great Wall, and Changes in Government"
- LMC VCR- "Ancient China"

**Student-**

- - Time for Kids
- - Junior Scholastic: March 2013 pg 4 - 7 "Still On Guard"

**Assessments (Titles)**

**China Video Quiz**

**Formative: Written Test**

**How have Chinese inventions affected the world and our lives today?**

China: From Past to Present: The Silk Road, the Great Wall, and Changes in Government video quiz

**Graduation Standards**

Information Literacy

Problem Solving

Spoken Communication

Written Performance

**Interdisciplinary Connections**

To be done in conjunction with the Non-Fiction unit of study (Bend One) in Reading (TCRWP).



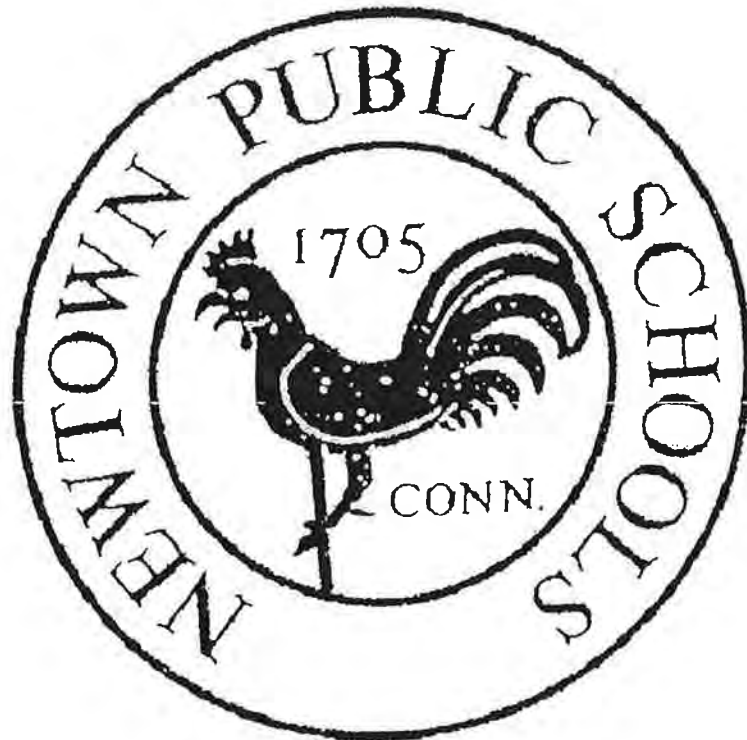
**Reader's Response- Compare and Contrast**

**Formative: Other written assessments**

1. Write long (about a page), comparing and contrasting how authors presented information on a similar topic (Chinese Inventions).

<< Previous Year

Physical Education Curriculum  
Kindergarten through Grade 4



Written by the Elementary Physical Education Teachers  
Newtown Public Schools

# NEWTOWN PUBLIC SCHOOLS MISSION STATEMENT

The mission of the Newtown Public Schools a partnership of students, families, educators and community, is to **INSPIRE EACH STUDENT TO EXCEL** in attaining and applying the knowledge, skills and attributes that lead to personal success while becoming a contributing member of a dynamic global community. We accomplish this by creating an unparalleled learning environment characterized by:



- High expectations
- Quality instruction
- Continuous improvement
- Civic responsibility

Quality education is possible if we all agree on a common purpose as we work together to continuously improve the teaching and learning process. We believe that **ALL CHILDREN CAN AND WILL LEARN WELL**. The system strives to establish high standards for our students, faculty, and staff through the curriculum documents. Mastery of this curriculum depends on the effort and persistence of the learner, the support of the parents, and the knowledge, skills and persistence of the staff.

In order for our students to reach the goals of cognitive achievement, students must learn how to use the process skills of decision-making, problem solving, and critical thinking. Students need to take responsibility for their learning by becoming self-directed, active participants in the educational process.

We must continuously work to improve the learning environment and the curriculum. To improve, we must analyze what we believe, what we know, and what we want before we take action to reach these goals.

It is the responsibility of the staff of the Newtown Public Schools to provide all children with the opportunity to learn well. We believe that the students and staff will be more productive when basic human needs are met. These needs include: Belonging, the need for positive relationships; Competence, the need to be successful; Freedom, the need to have control over decisions; Fun, the need to enjoy life; and Survival, the need for shelter, food and good health. Living and working with others enriches the experiences of students. Positive self-esteem brings productivity and personal satisfaction to students and to staff. This esteem can be nurtured through opportunities to self-evaluate constructively and see performance improve as a result of work.

## PE Vision Statement

The Physical Education Program is committed to energize and educate the students of the Newtown School District to be physically fit, healthy and ready to learn. This is achieved by using the following belief statements:

- Physical activity will contribute to improved academic performance.
- A positive relationship exists between physical activity, health and wellness.
- Participation in a lifetime of physical activities will increase wellness.
- Responsible personal and social behaviors that respect self and others are expected.
- The foundation of physical education is based on the acquisition of knowledge and the application of skills.
- Delivery of instruction requires highly qualified Physical Education staff.

Physical Education Curriculum Map  
Kindergarten

	February	March	April	May	June
Essential Question	Why is it important to be able to follow a pattern?	How many ways can you balance your body?	What is sharing?	How many different ways can you strike a ball?	What happens to your heart when I run?
Area of Focus	*dance *basketball related skills *fitness	*gymnastics *jump rope *fitness	*manipulative skills with a partner (bean bags, scarves, hoops, scooters, scoops) *fitness	*soccer skills *t-ball skills *fitness	*tag games *fitness skills *fitness
Skills and Knowledge	*travel to even and uneven beats *follow a simple dance pattern *two hand bounce and catch *dribble with dominant hand	*balance *jumping *landing *rolling *weight transfer *jump over stationary rope *swinging rope	*underhand throw *overhand throw *catching a thrown objective	*kicking *trapping *dribbling *striking a stationary ball *base running	*low organization with high structure *follow directions *chasing *fleeing

Physical Education Curriculum Map  
Kindergarten

	September	October	November	December	January
Essential Question	Why is it important to move safely?	How can your body move safely in a variety of movement patterns	Where do you have to look to catch and object?	Why is it important to practice our skills?	Why is it important to work together?
Area of Focus	*safety rules *classroom rules *basic locomotor skills *fitness	*movement skills *spatial awareness *fitness	*manipulative (individual) bean bags, hoops, scarves, scoops, scooters *fitness	*striking skills *net games *fitness	*adventure games *parachute *fitness
Skills and Knowledge	*self-control *proper use of equipment *moving in open space *skip, hop, gallop *Freeze signal *listening and following directions	*move in different directions *move at different levels (high, low) *travel at different speeds	*throwing *catching *balance *rolling	*review of throwing and catching *striking upward with hands	*cooperation *following directions

Physical Education Curriculum Map  
Grades 1 & 2

	September	October	November	December	January
Essential Question	How can I move and play safely?	Why do we warm-up before we play?	How do your eyes help you catch?	Why is it important to follow game rules?	Why is it important to work together?
Area of Focus	*safety rules *classroom rules *tag games *fitness	*soccer skills *Frisbee skills *movement skills *fitness	*manipulative (bean bags, scoops, scarves, hoops, scooters, balls) *fitness	*low organization, highly structured activities *fitness	*adventure games *hockey skills *fitness
Skills and Knowledge	*self-control *proper use of equipment *moving in open space *freeze signal *chasing *fleeing *dodging	*dribbling *kicking *review of locomotor skills *throwing *catching *changing directions and speed *flexibility *distance run	*throwing *catching *balance *rolling *accuracy *individual skills *partner skills	*following game rules *striking *throwing *catching	*cooperation *following directions *striking *stick safety

Physical Education Curriculum Map  
Grades 1 & 2

	February	March	April	May	June
Essential Question	Can you recognize the pattern in a dance? What skills do you use in more than one sport?	How can your body move in different ways?	What happens to your body after exercise?	What are the different types of striking skills?	What is good sportsmanship?
Area of Focus	*dance *basketball skills *fitness	*gymnastics *jump rope *fitness	*manipulative skills (scoops, scarves, hoops, bean bags, scooters, parachute) *fitness	*kickball *T-ball *soccer skills *fitness	*Low-organized, highly structures games *field day *fitness
Skills and Knowledge	*square Dance *travel to rhythmical beat *listening skills *dribbling *passing *shooting *catching *rules of dribbling	*tumbling *balance *jumping *landing *climbing *swinging *weight transfer *basic individual and long rope skills	*throwing *catching *juggling *dynamic balance *coordination *listening to directions	*striking *base running *review of soccer skills	*following directions *relays

f



Physical Education Curriculum Map  
Grades 3 & 4

	September	October	November	December	January
Essential Question	How can I contribute to the safety of the class? How does physical activity provide enjoyment?	What are the four health related components of the physical fitness test? What is my current level of fitness?	How can I maintain and/or improve my current level of fitness? How does exercise affect my fitness?	What are the basic skills of volleyball?	How do I contribute to the success of the group? What are the basic skills needed to play floor hockey?
Area of Focus	*safety rules *soccer *Frisbee *fitness training	*flag games *football *fitness training	*throwing games *fitness assessment *goal setting	*volleyball *net games *fitness training	*adventure games *floor hockey *fitness training
Skills and Knowledge	*cooperation *control dribbling *pass *throw-in *kicking *basic strategy (offense and defense) *throwing *catching *following game rules *fitness components	*rules and terminology *passing *catching *fleeing *dodging *chasing *pacing for aerobic endurance *essential components for fitness test	*throwing *catching *fitness portfolio *decision-making/goal setting	*underhand serve *forearm pass (bump) *overhand pass (set) *use of volleyball skills in lead up games *fitness warm up	*communication *cooperation *team building *stick handling *passing *shooting *terminology *rules *safety *use of floor hockey skills in lead up games *fitness warm up

Physical Education Curriculum Map  
Grades 3 & 4

	February	March	April	May	June
Essential Question	What are the basic skills needed to play basketball?	What skills do we use in gymnastics? How are gymnastic skills related to everyday movement? Why is rhythm important for jumping rope?	Did my activity choices make a change in my fitness? Did I achieve my fitness goal?	Why is it important to be exposed to a variety of individual and team sports and activities?	What are the basic skills needed "diamond" games?
Area of Focus	*basketball *fitness	*gymnastics *jump roping *fitness	*low organization, highly structured games (indoor and outdoor) *fitness assessment	*track and field *lacrosse *fitness	*kickball *softball *T-ball *fitness *field day
Skills and Knowledge	*dribbling with both right and left hand? *form shooting *lay-ups *passing *basic rules for dribbling and shooting *fitness training	*tumbling *balance *climbing (rope, wall, net) *basic vaulting (power) *basic horizontal bar skills *review individual and long jump skills *double dutch *coordination *agility *fitness training	*review and practice fitness components *cooperation *sportsmanship *team work *following directions *self-reflection *fleeing *chasing *dodging	*sprints *relays *hurdles *safety *catching *throwing *scooping ball of the ground *fitness warm up	*base running *batting *fielding *catching *throwing *terminology *knowledge of rules *school spirit *following directions *fitness warm up

**Unit: Orientation**

**Grade: K**

**Essential Question**

How do I interact with others during physical activity?

**Guiding Questions**

1. How do I share and take turns while participating in physical activity?
2. How do I move in personal and general space using levels, pathways, directions and tempos?
3. How do I demonstrate self control during skill practice time?

**Standards with Objectives for the Unit**

**Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

MS-1 Demonstrate non-locomotor and locomotor movements.

Modifications:

**Most Complex (MC):** - Using verbal cues, the student will demonstrate non-locomotor and locomotor movement.

**Less Complex (LC):** - Using verbal and tactile skills, the student will demonstrate non-locomotor and locomotor skills.

**Access (A):** - Using physical manipulation, the student will demonstrate non-locomotor and locomotor skills.

MS-3 Demonstrate the ability to start and stop on signal with body control.

Modifications:

**Most Complex (MC):** - Using verbal cues, the student will demonstrate the ability to start and stop on signal with body control.

**Less Complex (LC):** - Using verbal and tactile cues, the student will demonstrate the ability to start and stop on signal.

**Access (A):** - The student will start and stop on signal with physical assistance.

**Responsible and Personal Social Behavior:** Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-1 Engage in physical activities appropriately.

Modifications:

**Most Complex (MC):** - With verbal prompting, the student will engage in physical activity appropriately.

**Less Complex (LC):** With verbal prompting and visual cues, the student will engage in a positive manner with classmates.

**Access (A):** - With physical manipulation, the student will engage in physical activity.

RB-2 Demonstrate willingness to play with any child and recognize similarities and appreciate differences.

Modifications:

**Most Complex (MC):** - With verbal cues, the student will demonstrate a willingness to play with any child and recognize similarities and appreciate differences.

**Less Complex (LC):** - With verbal prompting and visual cues, the student will interact appropriately with any child.

**Access (A):** - With teacher initiation and peer pairing, the student will engage in physical activity.

RB-3 Describe how positive social interaction can make physical activities with others more enjoyable and fun.

Modifications:

**Most Complex (MC):** - With verbal prompting, the student will describe how social interaction can make physical activity more fun and enjoyable.

**Less Complex (LC):** - With visual cues and verbal prompting, the student will interact appropriately in physical activity.

**Access (A):** - With teacher initiating and peer pairing, the student will engage in physical activity.

### **Instructional Strategies**

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs:

- Whole group instruction
- Skill modeling
- Class discussion
- Whole class skill practice
- Small group activities

- Pairs practice
- Teacher created activities

### Assessment Task

Determine achievement of performance standards skills through continuous observation during skills practice and student participation in class discussion.

### Responsible Behavior Assessment

	Takes Turns	Plays Appropriately	Respects Classmates	Sportsmanship
4	Willing to lose own turn to help others.	Positively helps others to play fair when needed.	Purposefully picks the isolated student and offers assistance.	Student demonstrates exemplary sportsmanship behavior.
3	Helping others to take turns.	Plays fairly consistently.	Chooses anyone for partners/team. Willing to be anyone's partner.	Student usually exhibits good sportsmanship.
2	Never has to be told to take turns.	Plays fair and occasionally needs reminders about the rules.	Will be a partner or on a team with anyone that teacher chooses, but chooses only friends when asked.	Teacher needs to sometimes redirect student when acting inappropriately.
1	Has to be reminded to take turns.	Needs reminders to play fair.	Needs to be reminded about being respectful to classmates.	Cries and/or fights when not successful or doesn't get their way.

Student Name	Takes Turns	Plays Appropriately	Respects Classmates	Sportsmanship

### Timeline:

4 classes

### 21<sup>st</sup> Century Skills:

- Work independently and collaboratively to solve problems and accomplish goals.

**Teacher Resources:**

-Teacher created warm-ups and activities

-Internet sources

[www.PECentral.org](http://www.PECentral.org)

[www.pe4life.org](http://www.pe4life.org)

[www.humankinetics.org](http://www.humankinetics.org)

-Physical Essentials K-2 PE Curriculum

Joella H. Mehrhof and Kathy Ermler

**Unit: Ball Handling  
Grades K**

**Essential Question**

What different ways can the body move given a specific purpose?

**Guiding Questions**

1. How can I throw and/or roll objects through space at various targets?
2. How do I catch a self tossed and partner tossed object?

**Standards with Objectives for the Unit**

**Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

MS-2 Demonstrate emerging skills of catching, kicking, throwing, and striking.

Modifications:

**Most Complex (MC):** Using verbal cues, the student will demonstrate catching, kicking, throwing and striking skills.

**Less Complex (LC):** Using verbal and tactile cues, the student will demonstrate catching, kicking, throwing and striking skills.

**Access (A):** Using physical manipulation, the student will touch the ball with hand or foot.

MS-3 Demonstrate the ability to start and stop on signal with body control.

Modifications:

**Most Complex (MC):** Using verbal cues, the student will be able to start and stop on signal with body control.

**Less Complex (LC):** Using verbal and tactile cues, the student will demonstrate the ability to start and stop on signal.

**Access (A):** The student will stop and start on signal with physical assistance.

**Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.**

AW-2 Engage in a wide variety of gross motor activities that are child selected and teacher initiated.

Modifications:

**Most Complex (MC):** With verbal prompting, the student will engage in a wide variety of gross motor activities that are student selected and teacher initiated.

**Less Complex (LC):** Given a choice of two gross motor activities, the student will select and engage in an activity.

**Access (A):** With physical manipulation, the student will participate in a physical activity.

**Responsible and Personal Social Behavior:** Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-1 Engage in physical activities appropriately (e.g. recognize that games have rules, participates as a leader and a follower during play activity).

Modifications:

**Most Complex (MC):** With verbal prompting, the student will engage in physical activity appropriately.

**Less Complex (LC):** With verbal prompting and visual cues, the student will engage in a positive manner with classmates.

**Access (A):** With physical manipulation, the student will engage in physical activity.

RB-2 Demonstrate the willingness to play with any child and recognize similarities and appreciate differences.

Modifications:

**Most Complex (MC):** With verbal cues, the student will demonstrate willingness to play with any child and recognize similarities and appreciate differences.

**Less Access (LC):** With verbal prompting and visual cues, the student will interact appropriately with any child.

**Access (A):** With teacher initiation and peer pairing, the student will engage in physical activity.

RB-3 Describe how positive social interaction can make physical activity with others more enjoyable and fun.

Modifications:

**Most Complex (MC):** With verbal prompting, the student will describe how positive social interaction can make physical activity with others more fun and enjoyable.

**Less Complex (LC):** With visual cues and verbal prompting, the student will interact appropriately in physical activity.

**Access (A):** With teacher initiation and peer pairing, the student will engage in physical activity.

### Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs:



- Whole group instruction
- Skill modeling
- Small group and/or pair practice
- Lead-up games
- Class discussion

**Assessment Task**

Determine achievement of the objectives through continuous observation of throwing, rolling, sliding, catching and balancing during practice. Students will participate in class discussion.

**Rolling Assessment**

- 3 = Performance the technique correctly and independently
- 2 = Sometimes needs teacher intervention – sometimes technique is performed correctly
- 1 = Needs teacher intervention – incorrect technique

Student Name	Bends Down Low	Step in opposition	Follows through low toward target

**Timeline:**

8 classes

**21<sup>st</sup> Century Skills:**

- Work independently and collaboratively to solve problems and accomplish goals.

**Teacher Resources:**

- Teacher created warm-ups and activities
- Internet sources
  - [www.PECentral.org](http://www.PECentral.org)
  - [www.pe4life.org](http://www.pe4life.org)
  - [www.humankinetics.org](http://www.humankinetics.org)
  - [www.greatactivities.net](http://www.greatactivities.net)
- Great Activities Newsletter. The Great Activities Publishing Company

-Physical Essentials K-2 PE Curriculum

Joella H. Mehrhof and Kathy Emler

-The Best of Great Activities (The Great Activities Publishing Company, 1994)

-The Ultimate Sport Lead-up Game Book (Educators Press, 2001)

Guy Bailey

**Unit: Fitness  
Grades K**

**Essential Question**

Why is it important to be physically fit and how can I stay fit?

**Guiding Questions**

1. Can I sustain moderate to vigorous physical activity for a short period of time?
2. Do I recognize changes in my body as a result of health-related fitness activities?

**Standards with Objectives for the Unit**

**Physical Fitness: Students will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of fitness.**

PF-1 Demonstrate flexibility, strength and endurance in a group through exercise and other activities.

Modifications:

**Most Complex (MC):** With verbal cues, the student will demonstrate flexibility, strength and endurance in a variety of muscle groups through exercise and other activities.

**Less Complex (LC):** With verbal and visual prompting, the student will participate in flexibility, strength and endurance exercises and other activities.

**Access (A):** With physical manipulation, students will move a variety of muscle groups.

PF-2 Sustain moderate to vigorous physical activity for short amounts of time.

Modifications:

**Most Complex (MC):** With verbal prompting, the student will sustain moderate to vigorous physical activity for short amounts of time.

**Less Complex (LC):** With verbal prompting and visual demonstration, the student will sustain moderate physical activity for short amounts of time.

**Access (A):** With verbal assistance and visual cues, the student will recognize physical activity.

PF-3 Use words to express feelings about physical activities.

Modifications:

**Most Complex (MC):** With verbal prompting and assistance, the student will use words to express feelings and sensations about physical activity.

**Less Access (LC):** With verbal assistance and visual cues, the student will use words to identify feelings and sensations about physical activity.

**Access (A):** With physical manipulation, students will move in a physical activity.

**Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.**

AW-1: Participate in healthy physical activity and demonstrate understanding that physical activity is beneficial to good health.

Modifications:

**Most Complex (MC):** With verbal prompting, students will participate in healthy physical activity and demonstrate understanding that physical activity is beneficial to good health.

**Less Access (LC):** With verbal prompting and visual cues, students will participate in healthy physical activity that is beneficial to good health.

**Access (A):** With physical manipulation, the student will participate in healthy activity.

AW-2 Engage in a wide variety of gross motor activities that are child selected and teacher initiated.

Modifications:

**Most Complex (MC):** - With verbal prompting, the students will engage in a wide variety of gross motor activities that are child selected and teacher initiated.

**Less Complex (LC):** - Given a choice of two gross motor activities, the student will select and engage in an activity.

**Access (A):** - With physical manipulation, the student will participate in a physical activity.

AW-3 Explain that the body is composed of bones, muscles and organs.

Modifications:

**Most Complex (MC):** - With verbal prompting, the student will be able to explain that the body is composed of bones, muscles and organs.

**Less Complex (LC):** - With verbal prompting, the student will match pictures of bones, muscles and organs.

**Access (A):** - The students will be shown pictures of bones, muscles and organs.

**Responsible and Personal Social Behavior:** Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-1 Engage in physical activities appropriately (e.g. recognize that games have rules, participates as a leader and a follower during play activity).

Modifications:

**Most Complex (MC):** With verbal prompting, the student will engage in physical activity appropriately.

**Less Complex (LC):** With verbal prompting and visual cues, the student will engage in a positive manner with classmates.

**Access (A):** With physical manipulation, the student will engage in physical activity.

RB-3 Describe how positive social interaction can make physical activity more fun and enjoyable.

Modifications:

**Most Complex (MC):** - With verbal prompting, the student will describe how social interaction can make physical activity more fun and enjoyable.

**Less Complex (LC):** – With visual cues and verbal prompting, the student will interact appropriately in physical activity.

**Access (A):** – With teacher initiating and peer pairing, the student will engage in physical activity.

### **Instructional Strategies**

The following instruction strategies will be used to disseminate information to allow optimum learning based on student need:

- Whole group instruction
- Skill modeling
- Small group and/or pair practice
- Class discussion

### **Assessment Task**

Determine achievement of the objectives through continuous observation during practice, fitness rubric and increased amount of exercise time.

**Activity Levels Assessment**

Vigorous Activity: Sweating, increased heart rate, heavy breathing, not sitting

	Identify Activities for their Activity Level	Identify How Activity Affects the Body	Name Activities: Vigorous vs. Sedentary
4	Students can tell the level of vigor within an activity.	Student can identify all four ways the body is affected by vigorous activity.	Student can name several vigorous and sedentary activities.
3	Students can always identify vigorous activity while participating in it.	Students can identify three ways the body is affected by vigorous activity.	Students can name a few vigorous activities.
2	Students can sometimes identify vigorous activity while participating in it.	Students can identify 1-2 ways the body is affected by vigorous activity.	Students can name at least one vigorous activity and one sedentary activity.
1	Students usually do not correctly identify vigorous activity while participating in it.	Students cannot identify how the body is affected by vigorous activity.	Students cannot name activities that are vigorous and/or sedentary.

Student Name	Identify Activities for their Activity Level	Identify How Activity Affects the Body	Name Activities Vigorous vs. Sedentary

**Performance Assessment**

**Standard or Objective Assessed:** Students will choose physical activity for health, enjoyment, challenge, self expression and/or social interaction to sustain a physically active lifestyle.

**Task:** Create a simple poster showing favorite ways to be physically active.

**Performance Standard that Represents Mastery:**

Students will:

- Use words and pictures to describe physical activity.

**Timeline:**

On-going

**21<sup>st</sup> Century Skills:**

- Work independently and collaboratively to solve problems and accomplish goals.

**Teacher Resources:**

-Teacher created warm-ups and activities

-Internet sources

[www.PECentral.org](http://www.PECentral.org)

[www.pe4life.org](http://www.pe4life.org)

[www.humankinetics.org](http://www.humankinetics.org)

-Physical Essentials K-2 PE Curriculum

Joella H. Mehrhof and Kathy Ermler

**Unit: Locomotor/Spatial Awareness  
Grades 1-2**

**Essential Questions**

How can I move more effectively and efficiently?

**Guiding Questions**

1. How do I travel in different directions using the locomotor skill of walking, jogging, running, skipping, galloping, hopping, and jumping?
2. How do I demonstrate control in traveling and balance activities?

**Standards with Objectives for the Unit**

Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

MS-1 Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences.

Modifications:

**Most Complex (MC):** Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences with verbal prompts.

**Less Complex (LC):** Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences with verbal and visual prompts.

**Access (A):** Using physical manipulation, the student will demonstrate non-locomotor movements and when possible, locomotor movements.

Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-3 Exhibit self-control in group settings.

Modifications:

**Most Complex (MC):** Exhibits self-control in group setting with verbal prompts.

**Less Complex (LC):** Exhibits self-control in group setting with verbal prompts and visual cues.

**Access (A):** The student will sit quietly in group settings with verbal prompts.

**Instructional Strategies**

The following instruction strategies will be used to disseminate information to allow optimum learning based on student need:



- Whole group instruction
- Small group practice/differentiation
- Pairs practice
- Class discussion
- Students share work with an audience
- Skill modeling

### Assessment Task

Determine achievement of performance standards skills through continuous observation during skills practice. Students will demonstrate skills through teacher created activities.

### Locomotor Movement Assessment

3 Meets = always performs the movement as defined.

2 Approaches = sometimes performs the movement independently as defined but needs directions.

1 Begins cannot perform movement independently and/or needs direction more than 50% of the time.

After warm-up activities, students will be asked to perform:

*Running* – arms bend and swing quickly, heels kick backwards to the hip

*Gallop* – one foot leading, clear lift off, good flow of movement

*Leaping* – legs splitting and stretching forwards and backwards during flight and take off and landing on one foot

*Skipping* – step and hop with a low knee lift and good flow of movement

*Sliding* – body moving smoothly sideways with a clear lift-off and a step together, step together motion

*Hopping* – uses one foot, non-weight bearing foot up with leg bent, rhythmic and balanced

*Jumping* – feet move together, knees bend before take-off and on landing, arms swing

Student Name	Running	Galloping	Leaping	Skipping	Sliding	Hopping	Jumping

### Non-Locomotor Movement

3 Meets = always performs the movement as defined

2 Approaches = sometimes performs the movement independently as defined but sometimes needs directions

1 Begins = cannot perform movement independently and/or needs direction more than 50% of the time

After warm-up activities, students will be asked to perform:

*Twisting* – the rotation of a selected body part around its long axis

*Bending* – moving a joint to accomplish different positions

*Swaying* – fluidly and gradually shifting the center of gravity from one body part to another

*Stretching* – moving body parts away from the center of gravity

*Turning* – rotating the body along the long axis

*Swinging* – rhythmical, smooth motion of a body part resembling a pendulum

Student Name	Twisting	Bending	Swaying	Stretching	Turning	Swinging

**Timeline:**

4 classes

**21<sup>st</sup> Century Skills:**

- Work independently and collaboratively to solve problems and accomplish goals.

**Teacher Resources:**

-Teacher created warm-ups and activities

-Internet sources

[www.PECentral.org](http://www.PECentral.org)

[www.pe4life.org](http://www.pe4life.org)

[www.humankinetics.org](http://www.humankinetics.org)

-Teaching Developmental Gymnastics (University of Texas Press, 1990)

Garland O'Quinn, Jr.

-Physical Essentials K-2 PE Curriculum

Joella H. Mehrhof and Kathy Ermler

**Unit: Manipulatives**

**Grade: K**

**Essential Question**

What different ways can the body move given a specific purpose?

**Guiding Questions**

1. How do I use equipment safely and appropriately?
2. How do I follow class rules and procedures?

**Standards with Objectives for the Unit**

**Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

MS-2: Demonstrate the emerging skills of catching, kicking, throwing, and striking.

Modifications:

**Most Complex (MC):** Using verbal cues, the student will demonstrate catching, kicking, throwing and striking skills.

**Less Complex (LC):** Using verbal and tactile cues, the student will demonstrate catching, kicking, throwing and striking skills.

**Access (A):** Using physical manipulation, the student will touch the ball with hand or foot.

**Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.**

AW-2 Engage in a wide variety of gross motor activities that are child selected and teacher initiated.

Modifications:

**Most Complex (MC):** With verbal prompting, the student will engage in a wide variety of gross motor activities that are student selected and teacher initiated.

**Less Complex (LC):** Given a choice of two gross motor activities, the student will select and engage in an activity.

**Access (A):** With physical manipulation, the student will participate in a physical activity.

**Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.**

RB-2 Demonstrate willingness to play with any child and recognize similarities and appreciate differences.

Modifications:

**Most Complex (MC):** With verbal cues, the student will demonstrate willingness to play with any child and recognize similarities and appreciate differences.

**Less Access (LC):** With verbal prompting and visual cues, the student will interact appropriately with any child.

**Access (A):** With teacher initiation and peer pairing, the student will engage in physical activity.

### **Instructional Strategies**

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs:

- Whole group instruction
- Skill modeling
- Small group and/or pair practice
- Class discussion
- Teacher created activities

### **Assessment Task**

Determine achievement of the objectives through continuous observation during skills practice with hoops, beanbags, scooters, scarves, parachute, and balloons. Students will share work with an audience.

**Timeline:**

6 classes

**21<sup>st</sup> Century Skills:**

- Work independently and collaboratively to solve problems and accomplish goals.

**Teacher Resources:**

- Teacher created warm-ups and activities
- Internet sources

[www.PECentral.org](http://www.PECentral.org)

[www.pe4life.org](http://www.pe4life.org)

[www.humankinetics.org](http://www.humankinetics.org)

[www.greatactivities.net](http://www.greatactivities.net)










- The Best of Great Activities (The Great Activities Publishing Company, 1994)
- Great Activities Newsletter (The Great Activities Publishing Company)
- Physical Essentials K-2 PE Curriculum  
Joella H. Mehrhof and Kathy Ermler

Name \_\_\_\_\_

Self-Assessment Rubric – Manipulatives  
Kindergarten

How did you perform in the activity we just completed?

Circle the face that shows how you performed.

	Meets Expectations	Progressing	Needs Improvement
<b>Sportsmanship:</b> <ul style="list-style-type: none"><li>• I played by the rules</li><li>• I didn't brag when I won</li><li>• I didn't get upset when I lost</li></ul>			
<b>Skills and Concepts:</b> <ul style="list-style-type: none"><li>• I can perform the skill taught in class today</li><li>• I can teach the skill to a friend</li></ul>			
<b>Effort:</b> <ul style="list-style-type: none"><li>• I tried my best</li><li>• I tried my best whether or not I liked the game/activity we are playing</li></ul>			

**Unit: Rhythms/Creative Movement  
Grade: K**

**Essential Question**

How can I move efficiently and effectively?

**Guiding Questions**

1. How do I use locomotor and non-locomotor skills to move in time with music?
2. How do I develop a movement vocabulary (e.g. locomotor, non-locomotor, time, space, energy)?

**Standards with Objectives for the Unit**

**Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

MS-1: Demonstrate non-locomotor and locomotor movements.

Modifications:

**Most Complex (MC):** - Using verbal cues, the student will demonstrate locomotor and non-locomotor movement.

**Less Complex (LC):** - Using verbal and tactile cues, the student will demonstrate locomotor and non-locomotor movements.

**Access (A):** - Using physical manipulation, the student will demonstrate locomotor and non-locomotor movements.

MS-3: Demonstrate the ability to start and stop on signal with body control.

Modifications:

**Most Complex (MC):** - Using verbal cues, the student will demonstrate the ability to start and stop on signal with body control.

**Less Complex (LC):** - Using verbal and tactile cues, the student will demonstrate the ability to start and stop on signal.

**Access (A):** - The student will start and stop on signal with physical assistance.

**Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.**

AW-1: Participate in healthy physical activity and demonstrate understanding that physical activity is beneficial to good health.

Modifications:

**Most Complex (MC):** - With verbal prompting, the student will engage in healthy physical activity and demonstrate understanding that physical activity is beneficial to good health.

**Less Complex (LC):** - With verbal prompting and visual cues, students will participate in healthy physical activity that is beneficial to good health.

**Access (A):** - With physical manipulation, students will participate in healthy physical activity.

**Responsible and Personal Social Behavior:** Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-3: Describe how positive social interaction can make physical activity with others more fun and enjoyable.

Modifications:

**Most Complex (MC):** - With verbal prompting the student will describe how positive social interaction can make physical activity more enjoyable and fun.

**Less Complex (LC):** -- With visual cues and verbal prompting the student will interact appropriately in physical activity.

**Access (A):** - With teacher initiation and peer pairing, the student will engage in physical activity.

### **Instructional Strategies**

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs:

- Whole group instruction
- Skill modeling
- Small group and/or pair practice

### **Assessment Task**

Determine achievement of the objectives through continuous observation during skill practice. Students will share work with an audience.



## Dance Assessment

Points	Moves to a steady rhythm and applies steps to beat in music	Transitions from one kind of step to another	Creativity in movement and dance attitude
3	Student usually moves with the beat of the music. Movements are usually rhythmic.	Student usually moves from one step to another with smooth transitions.	Student usually adds his/her personality and enthusiasm to the dance. Dance moves are creative.
2	Student's moves are sometimes rhythmic and/or sometimes moves to the beat of the music.	Timing of students transitions from one step to another is sometimes off and/or delayed	Student sometimes add creative elements and sometimes just does the basic dance.
1	Student's moves lack rhythm and/or do not move with the beat of the music.	Student needs teacher intervention to remember step and/or get the correct technique and timing.	Student is unable to add creative movements (personality) to dance.

Student Name	Moves to a steady rhythm and applies steps to beat in music	Transitions from kind of step to another	Creativity in movement and dance attitude

**Timeline:**

2 classes

**21<sup>st</sup> Century Skills:**

- Work independently and collaboratively to solve problems and accomplish goals.

**Teacher Resources:**

-Teacher created warm-ups and activities

-Internet sources

[www.PECentral.org](http://www.PECentral.org)

[www.pe4life.org](http://www.pe4life.org)

[www.humankinetics.org](http://www.humankinetics.org)

[www.christylane.com](http://www.christylane.com)

-Physical Essentials K-2 PE Curriculum

Joella H. Mehrhof and Kathy Ermler

-CD's /Music

- Great Ready to Square Dance (Jack Capon)
- Square Dance Made Easy (Jack Capon)
- Honor Your Partner Square Dances (Ed Durlacher)
- Circle Dances (Ruby Franklin)
- Christy Lane's Complete Party Dance Music CD

**Unit: Striking  
Grades K**

**Essential Question**

What different ways can the body move given a specific purpose?

**Guiding Questions**

1. How can I combine locomotor, non-locomotor and foot striking skills?
2. How do I project objects through space using hands and short implements?

**Standards with Objectives for the Unit**

**Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

MS-2 Demonstrate emerging skills of catching, kicking, throwing, and striking.

Modifications:

**Most Complex (MC):** - Using verbal cues, the student will demonstrate catching, kicking, throwing, and striking skills.

**Less Complex (LC):** - Using verbal and tactile cues, the student will demonstrate catching, throwing, kicking, and striking skills.

**Access (A):** - Using physical manipulation, the student will touch the ball with hands or feet.

**Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.**

AW-2 Engage in a wide variety of gross motor activities that are child selected and teacher initiated

Modifications:

**Most Complex (MC):** - With verbal prompting, the students will engage in a wide variety of gross motor activities that are child selected and teacher initiated.

**Less Complex (LC):** - Given a choice of two gross motor activities, the student will select and engage in an activity.

**Access (A):** - With physical manipulation, the student will participate in a physical activity.

**Instructional Strategies**

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs:

- Whole group instruction
- Small group and/or pair practice
- Teacher created activities and/or lead-up games
- Class discussion

**Assessment**

Determine achievement of the objectives through continuous observation during skills practice, lead-up activities, and participation in class discussion.

**Striking Assessment**

- 3 = Performance striking skill correctly and independently
- 2 = Sometimes needs teacher intervention – sometimes technique is performed correctly
- 1 = Needs teacher intervention to perform technique – technique is incorrect

Student Name	Side to target	Steps with opposition	Follows through toward target

**Timeline:**

4 classes

**21<sup>st</sup> Century Skills:**

- Work independently and collaboratively to solve problems and accomplish goals.

**Teacher Resources:**

- Teacher created warm-ups and activities
- Internet sources

[www.PECentral.org](http://www.PECentral.org)  
[www.pe4life.org](http://www.pe4life.org)  
[www.humankinetics.org](http://www.humankinetics.org)  
[www.greatactivities.net](http://www.greatactivities.net)

- The Ultimate Sport Lead-Up Game Book (Educators Press, 2001)  
Guy Bailey
- The Best of Great Activities (Great Activities Publishing Company, 1994)
- Great Activities Newsletter. The Great Activities Publishing Company
- Physical Essentials K-2 PE Curriculum  
Joella H. Mehrhof and Kathy Ermler

**Unit: Tumbling/Balance  
Grades K**

**Essential Question**

How can I move efficiently and effectively?

**Guiding Questions**

1. How do I balance on a variety of body parts?
2. How do I demonstrate a variety of rolls?
3. How do I transfer weight?

**Standards with Objectives for the Unit**

**Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities**

MS-1: Demonstrate non-locomotor and locomotor movements.

Modifications:

**Most Complex (MC):** - Using verbal cues, the student will demonstrate non-locomotor and locomotor movement.

**Less Complex (LC):** - Using verbal and tactile skills, the student will demonstrate non-locomotor and locomotor skills.

**Access (A):** - Using physical manipulation, the student will demonstrate non-locomotor and locomotor skills.

**Physical Fitness: Incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness.**

PF-1 Demonstrate flexibility, strength and endurance in a group through exercise and other activities.

Modifications:

**Most Complex (MC):** With verbal cues, the student will demonstrate flexibility, strength and endurance in a variety of muscle groups through exercise and other activities.

**Less Complex (LC):** With verbal and visual prompting, the student will participate in flexibility, strength and endurance exercises and other activities.

**Access (A):** With physical manipulation, students will move a variety of muscle groups.

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**Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.**

AW-2 Engage in a wide variety of gross motor activities that are child selected and teacher initiated.

Modifications:

**Most Complex (MC):** - With verbal prompting, the students will engage in a wide variety of gross motor activities that are child selected and teacher initiated.

**Less Complex (LC):** - Given a choice of two gross motor activities, the student will select and engage in an activity.

**Access (A):** - With physical manipulation, the student will participate in a physical activity.

**Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.**

RB-1 Engage in physical activities appropriately.

Modifications:

**Most Complex (MC):** - With verbal prompting, the student will engage in physical activity appropriately.

**Less Complex (LC):** With verbal prompting and visual cues, the student will engage in a positive manner with classmates.

**Access (A):** - With physical manipulation, the student will engage in physical activity.

RB-2 Demonstrate willingness to play with any child and recognize similarities and appreciate differences.

Modifications:

**Most Complex (MC):** - With verbal cues, the student will demonstrate a willingness to play with any child and recognize similarities and appreciate differences.

**Less Complex (LC):** - With verbal prompting and visual cues, the student will interact appropriately with any child.

**Access (A):** - With teacher initiation and peer pairing, the student will engage in physical activity.

RB-3 Describe how positive social interaction can make physical activities with others more enjoyable and fun.

Modifications:

**Most Complex (MC):** - With verbal prompting, the student will describe how social interaction can make physical activity more fun and enjoyable.

**Less Complex (LC):** – With visual cues and verbal prompting, the student will interact appropriately in physical activity.

**Access (A):** – With teacher initiating and peer pairing, the student will engage in physical activity.

#### Assessment

Determine achievement of the objective through continuous observation during skills practice and participation in class discussion.

- Demonstrate forward, pencil and egg roll.
- Demonstrate a variety of balances.
- See attached Kindergarten scoring rubric for Tumbling and Balance

#### Timeline:

2 classes

#### 21<sup>st</sup> Century Skills:

- Work independently and collaboratively to solve problems and accomplish goals.

#### Teacher Resources:

-Teacher created warm-ups and activities

-Internet sources

[www.PECentral.org](http://www.PECentral.org)

[www.pe4life.org](http://www.pe4life.org)

[www.humankinetics.org](http://www.humankinetics.org)

-Physical Essentials K-2 PE Curriculum

Joella H. Mehrhof and Kathy Ermler

-Teaching Developmental Gymnastics (University of Texas Press, 1990)

Garland O'Quinn, Jr.



# Kindergarten Scoring Sheet Tumbling/Balance

Teacher Name: \_\_\_\_\_

	Outcome 1		Outcome 2		Outcome 3	
Date of Assessment:	Using proper balancing techniques		Uses proper tumbling technique		Uses proper jumping and landing technique	
Student Name	Ach	Dev	Ach	Dev	Ach	Dev
	<b>Cues</b>		<b>Cues</b>		<b>Cues</b>	
	Can hold balance with control, aware of center of gravity		Log roll: straight body; hands and legs tight to body; Forward roll: head position, squat, hands on mat		Head up, land on feet, bend knees.	

**Unit: Orientation  
Grades 1-2**

**Essential Question**

How do I interact with others during physical activity?

**Guiding Questions**

1. How do I share and take turns while participating in physical activity?
2. How do I move in personal and general space using levels, pathways, directions and tempos?
3. How do I demonstrate self control during skill practice time?

**Standards with Objectives for the Unit**

**Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

MS-1 Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences.

Modifications:

**Most Complex (MC):** Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences with verbal prompts.

**Less Complex (LC):** Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences with verbal and visual prompts.

**Access (A):** Using physical manipulation the student will demonstrate non-locomotor movements and when possible, locomotor movements.

**Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.**

RB-1 Recognize the benefits that accompany cooperation and sharing.

Modifications:

**Most Complex (MC):** Recognize the benefits that accompany cooperation and sharing with verbal prompts.

**Less Complex (LC):** Play cooperatively with verbal prompts and visual cues

**Access (A):** Engage in an activity with physical manipulation.

RB-2 Demonstrate respect for self, others and game rules by participating positively in physical activity settings.

Modifications:

**Most Complex (MC):** Demonstrate respect for self, others, and game rules by participating positively in physical activity settings with verbal prompts.

**Less Complex (LC):** Participate positively in physical activity settings with verbal prompts and visual cues.

**Access (A):** Engage in physical activity settings with peer pairing and physical manipulation.

RB-3 Exhibit self-control in group settings.

Modifications:

**Most Complex (MC):** Exhibit self-control in group settings with verbal prompts.

**Less Complex (LC):** Exhibit self-control in group settings with verbal prompts and visual cues.

**Access (A):** Sit quietly in group settings with verbal prompts.

### Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction/practice
- Class discussion
- Students share work with an audience
- Skill modeling

### Assessment Task

Determine achievement of the objectives through continuous observation during practice. Students will demonstrate skills through teacher created activities.

### Levels, Speed, and Pathways Assessment

	Level	Speed	Pathways
3	Student always moves at the correct level for activity and smoothly transitions between levels.	Student chooses the appropriate speed for activity and maintains control.	Student can smoothly move in a straight, zigzag and curved pathway.
2	Student understands the difference between levels but does not always move at correct level or transition smoothly.	Student understands the difference between speeds, but does not always choose the correct speed for the activity.	Student needs prompting to move in a straight, zigzag or curved pathway
1	Student does not understand the difference between levels.	Student does not understand the difference between speeds.	Student has difficulty changing pathways.

Student Name	Levels	Speed	Pathways

**Responsible Behavior Assessment**

	Takes Turns	Plays Appropriately	Respects Classmates	Sportsmanship
4	Willing to lose own turn to help others.	Positively helps others to play fair when needed.	Purposely picks the isolated student and offers assistance.	Student demonstrates exemplary sportsmanship behavior.
3	Helping others to take turns.	Plays fairly consistently.	Chooses anyone for partners/team. Willing to be anyone's partner.	Student usually exhibits good sportsmanship.
2	Never has to be told to take turns.	Plays fair and occasionally needs reminders about the rules.	Will be a partner or on a team with anyone that teacher chooses, but chooses only friends when asked.	Teacher needs to sometimes redirect student when acting inappropriately.
1	Has to be reminded to take turns.	Needs reminders to play fair.	Needs to be reminded about being respectful to classmates.	Cries and/or fights when not successful or doesn't get their way.

Student Name	Takes Turns	Plays Appropriately	Respects Classmates	Sportsmanship

**Timeline:**

4 classes

**21<sup>st</sup> Century Skills:**

- Work independently and collaboratively to solve problems and accomplish goals.

**Teacher Resources:**

- Teacher created warm-ups and activities
- Internet sources
  - [www.PECentral.org](http://www.PECentral.org)
  - [www.pe4life.org](http://www.pe4life.org)
  - [www.humankinetics.org](http://www.humankinetics.org)
  - [www.pa.org](http://www.pa.org)

- Physical Essentials K-2 PE Curriculum  
Joella H. Mehrhof and Kathy Ermler
- Adventure Curriculum for Physical Education (Elementary School);  
Jane Pannicucci and Nancy Stratton Constable
- No Props (Great Games with No Equipment)  
Mark Collard (2005); Project Adventure, Inc
- Team Building Challenges (Human Kinetics, 1995)  
Daniel Midura and Donald Glover

**Unit: Rhythms/Creative Movement**  
**Grades: 1 & 2**

**Essential Question**

How can I move efficiently and effectively?

**Guiding Questions**

1. How do I use locomotor and non-locomotor skills to move in time with music?
2. How do I identify and coordinate motions of the right and left sides of the body?
3. How do I move rhythmically with a partner?

**Standards with Objectives for the Unit**

**Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities**

MS-1: Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences.

Modifications:

**Most Complex (MC):** Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences with verbal prompts.

**Less Complex (LC):** Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences with verbal and visual prompts.

**Access (A):** Using physical manipulation, the student will demonstrate non-locomotor movements and when possible, locomotor movements.

**Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity setting.**

RB-2 Demonstrate respect for self (e.g. accepts responsibility for one's actions), others (e.g. encourages others), and game rules by participating positively in physical activity settings.

Modifications:

**Most Complex (MC):** Demonstrate respect for self, others, and game rules by participating positively in physical activity settings with verbal prompts.

**Less Complex (LC):** Participate positively in physical activity settings with verbal prompts and visual cues.

**Access (A):** Engage in physical activity settings with peer pairing and physical manipulation.

**Instructional Strategies**

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice/differentiation
- Pairs practice
- Students share work with an audience
- Skill modeling

**Assessment Task**

Determine achievement of the objective through continuous observation during practice. Student will share work with an audience.

**Dance Assessment**

Points	Moves to a steady rhythm and applies steps to beat in music	Transitions from one kind of step to another	Creativity in movement and dance attitude
3	Student usually moves with the beat of the music. Movements are usually rhythmic.	Student usually moves from one step to another with smooth transitions.	Student usually adds his/her personality and enthusiasm to the dance. Dance moves are creative.
2	Student's moves are sometimes rhythmic and/or sometimes moves to the beat of the music.	Timing of students transitions from one step to another is sometimes off and/or delayed	Student sometimes add creative elements and sometimes just does the basic dance.
1	Student's moves lack rhythm and/or do not move with the beat of the music.	Student needs teacher intervention to remember step and/or get the correct technique and timing.	Student is unable to add creative movements (personality) to dance.

Student Name	Moves to a steady rhythm and applies steps to beat in music	Transitions from kind of step to another	Creativity in movement and dance attitude

**Timeline:**

4 classes

**21<sup>st</sup> Century Skills:**

- Work independently and collaboratively to solve problems and accomplish goals.

**Teacher Resources:**

-Teacher created warm-ups and activities

-Internet sources

[www.PECentral.org](http://www.PECentral.org)

[www.pe4life.org](http://www.pe4life.org)

[www.humankinetics.org](http://www.humankinetics.org)

[www.christylane.com](http://www.christylane.com)

-Physical Essentials K-2 PE Curriculum

Joella H. Mehrhof and Kathy Ermler

-CD's /Music

- Great Ready to Square Dance (Jack Capon)
- Square Dance Made Easy (Jack Capon)
- Honor Your Partner Square Dances (Ed Durlacher)
- Circle Dances (Ruby Franklin)
- Christy Lane's Complete Party Dance Music CD



**Unit: Tumbling/Balance  
Grades: 1 & 2**

**Essential Question**

How can I move efficiently and effectively?

**Guiding Questions**

1. How do I demonstrate a variety of rolls?
2. How do I balance on a variety of body parts?
3. How do I transfer weight from feet to hands while moving or stationary?

**Standards with Objectives for the Unit**

**Motor Skill: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities**

MS-1: Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences.

Modifications:

**Most Complex (MC):** Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences with verbal prompts.

**Less Complex (LC):** Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences with verbal and visual prompts.

**Access (A):** Using physical manipulation, the student will demonstrate non-locomotor movements and when possible, locomotor movements.

**Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.**

AW-1: Demonstrate recognition that physical activity is beneficial to good health.

**Most Complex (MC):** Demonstrate recognition that physical activity is beneficial to good health with verbal prompts.

**Less Complex (LC):** Identify beneficial physical activity with verbal prompts and visual cues.

**Access (A):** Recognize physical activity with verbal cues.

**Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.**

RB-3: Exhibit self-control in group settings (e.g. listens quietly without interruption for short periods with teacher reinforcement).

**Most Complex (MC):** Exhibits self-control in group settings with verbal prompts.

**Less Complex (LC):** Exhibits self-control in group settings with verbal prompts and visual cues.

**Access (A):** The student will sit quietly in group settings with verbal prompts.

### **Instructional Strategies**

The following instructional strategies will be used to disseminate information to allow optimum learning based on student needs.

- Skill modeling
- Individual practice/station work
- Class discussion

### **Assessment Task**

Determine achievement of performance standards for tumbling/balance skills through continuous observation during practice

- The student will demonstrate skills with an audience
- Determine achievement of the objective through continuous observation and practice
- See attached Grade 1 & 2 scoring sheet rubric

### **Timeline:**

4 classes

### **21<sup>st</sup> Century Skills:**

- Value and demonstrate personal responsibility, character, cultural understanding and ethical behavior.

### **Teacher Resources:**

-Teacher created warm-ups and activities

-Internet sources

[www.PECentral.org](http://www.PECentral.org)

[www.pe4life.org](http://www.pe4life.org)

[www.humankinetics.org](http://www.humankinetics.org)

- Physical Essentials K-2 PE Curriculum  
Joella H. Mehrhof and Kathy Ermler
- Teaching Developmental Gymnastics (University of Texas Press, 1990)  
Garland O'Quinn, Jr.

**Unit: Ball Handling  
Grades 1 & 2**

**Essential Question**

What different ways can the body move given a specific purpose?

**Guiding Questions**

1. How can I throw objects through space and at various targets?
2. How do I catch a self tossed and partner tossed object?
3. How do I dribble a ball with my hands?

**Standards with Objectives for the Unit**

**Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

MS-2 Demonstrate key elements for throwing, catching, striking and other manipulative skills.

Modifications:

**Most Complex (MC):** Demonstrate the key elements for throwing, catching, striking and other manipulative skills with verbal prompts.

**Less Complex (LC):** Demonstrate the key elements for throwing, catching, striking and other manipulative skills with verbal prompts and visual cues.

**Access (A):** The student will touch the ball with hand or foot with physical manipulation

MS-3 Identify strategies for simple games.

Modifications:

**Most Complex (MC):** The student will identify strategies for simple games with verbal prompts.

**Less Complex (LC):** The student will play simple games with verbal prompts and visual cues.

**Access (A):** The student will engage in simple games with peer pairing and physical manipulation.

**Physical Fitness: Students will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of fitness.**

PF-2 Sustain moderate to vigorous physical activity for short amounts of time

Modifications:

**Most Complex (MC):** With verbal prompting, the student will sustain moderate to vigorous physical activity for short amounts of time.

**Less Complex (LC):** With verbal prompting and visual demonstration, the student will sustain moderate physical activity for short amount of time.

**Access (A):** With verbal assistance and visual cues, the student will recognize physical activity.

**Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.**

AW-1 Demonstrate recognition that physical activity is beneficial to good health.

Modifications:

**Most Complex (MC):** Demonstrate recognition that physical activity is beneficial to good health with verbal prompts.

**Less Complex (LC):** Identify beneficial physical activity with verbal prompts and visual cues.

**Access (A):** Recognize physical activity with verbal prompts and visual cues.

**Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.**

RB-1 Recognize the benefits that accompany cooperation and sharing.

Modifications:

**Most Complex (MC):** - Recognize the benefits that accompany cooperation and sharing with verbal prompts.

**Less Complex (LC):** Play cooperatively with verbal prompts and visual cues.

**Access (A):** - Engage in an activity with physical manipulation.

RB-2 Demonstrate respect for self (e.g. accepts responsibility for one's own actions), others (e.g. encourages others), and game rules by participating positively in physical activity settings.

**Most Complex (MC):** - Demonstrate respect for self, others and game rules by participating positively in physical activity settings with verbal prompts.

**Less Complex (LC):** Participate positively in physical activity settings with verbal prompts and visual cues.

**Access (A):** - Engage in physical activity settings with peer pairing and physical manipulation.

RB-3 Exhibit self-control in group setting (e.g. listens quietly without interruption for short periods with teacher reinforcement).

Modifications:

**Most Complex (MC):** - Exhibits self-control in group setting with verbal prompts.

**Less Complex (LC):** Exhibit self-control in a group setting with verbal prompts and visual cues.

**Access (A):** - Sit quietly in group settings with verbal prompts.

### **Instructional Strategies**

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice
- Pairs practice
- Individual Practice
- Lead-up game
- Class discussion

### **Assessment Task**

Determine achievement of performance standards for throwing, catching and dribbling skills through continuous observation during skills practice and lead up games.

See attached Grade 1 & 2 Ball handling scoring sheet

**Timeline:**

16 classes

**21<sup>st</sup> Century Skills:**

- Work independently and collaboratively to solve problems and accomplish goals.

**Teacher Resources:**

-Teacher created warm-ups and activities

-Internet sources

[www.PECentral.org](http://www.PECentral.org)

[www.pe4life.org](http://www.pe4life.org)

[www.humankinetics.org](http://www.humankinetics.org)

[www.greatactivities.net](http://www.greatactivities.net)

-Great Activities Newsletter. The Great Activities Publishing Company

-Physical Essentials K-2 PE Curriculum

Joella H. Mehrhof and Kathy Ermler

-The Best of Great Activities (Great Activities Publishing Company, 1994)

-The Ultimate Sports Lead-up Game Book (Educators Press, 2005)

Guy Bailey

# 1/2 Grade Scoring Sheet

## Ball Handling

Teacher Name:

	Outcome 1		Outcome 2		Outcome 3	
Date of Assessment:	Throw balls w/increased velocity and accuracy		Catch a thrown object		Dribble in control w/ dominant hand	
Student Name	Ach	Dev	Ach	Dev	Ach	Dev
	<b>Cues</b> Shows opposition, trunk rotation, follows through toward target		<b>Cues</b> Arms extended		<b>Cues</b> Fingertip control waist level	



**Unit: Locomotor/Spatial Awareness  
Grades 1 & 2**

**Essential Questions**

How can I move more effectively and efficiently?

**Guiding Questions**

1. How do I travel in different directions using the locomotor skill of walking, jogging, running, skipping, galloping, hopping, and jumping?
2. How do I demonstrate control in traveling and balance activities?

**Standards with Objectives for the Unit**

**Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

MS-1 Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences.

Modifications:

**Most Complex (MC):** Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences with verbal prompts.

**Less Complex (LC):** Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences with verbal and visual prompts.

**Access (A):** Using physical manipulation, the student will demonstrate non-locomotor movements and when possible, locomotor movements.

**Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.**

RB-3 Exhibit self-control in group settings.

Modifications:

**Most Complex (MC):** Exhibits self-control in group setting with verbal prompts.

**Less Complex (LC):** Exhibits self-control in group settings with verbal prompts and visual cues.

**Access (A):** The student will sit quietly in group settings with verbal prompts.

**Instructional Strategies**

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice/differentiation
- Pairs practice
- Individual practice
- Class discussion
- Students share work with an audience
- Skill modeling

**Assessment Task**

Determine achievement of performance standards skills through continuous observation during skills practice. Students will demonstrate skills through teacher created activities.

**Locomotor Movement Assessment**

3 Meets = always performs the movement defined.

2 Approaches = sometimes performs the movement independently as defined but needs directions.

1 Begins = cannot perform movement independently and/or needs direction more than 50% of the time

After warm-up activities, students will be asked to perform:

*Running* – arms bend and swing quickly, heels kick backwards to the hip

*Gallop* – one foot leading, clear lift off, good flow of movement

*Leaping* – legs splitting and stretching forwards and backwards during flight and take off and landing on one foot

*Skipping* – step and hop with a low knee lift and good flow of movement

*Sliding* – body moving smoothly sideways with a clear lift-off and a step together, step together motion

*Hopping* – uses one foot, non-weight bearing foot up with leg bent, rhythmic and balanced

*Jumping* – feet move together, knees bend before take-off and on landing, arms swing

Student Name	Running	Galloping	Leaping	Skipping	Sliding	Hopping	Jumping

**Timeline:**

4 classes

**21<sup>st</sup> Century Skills:**

- Work independently and collaboratively to solve problems and accomplish goals.

**Teacher Resources:**

-Teacher created warm-ups and activities

-Internet sources

[www.PECentral.org](http://www.PECentral.org)

[www.pe4life.org](http://www.pe4life.org)

[www.humankinetics.org](http://www.humankinetics.org)

-Physical Essentials K-2 PE Curriculum

Joella H. Mehrhof and Kathy Ermler

**Unit: Fitness  
Grades 1 & 2**

**Essential Question**

Why is it important to be physically fit and how can I stay fit?

**Guiding Questions**

1. Can I sustain moderate to vigorous physical activity for a short period of time?
2. Do I recognize changes in my body as a result of health-related fitness activities?
3. Can I identify some bones and muscles of the body?

**Standards with Objectives for the Unit**

**Physical Fitness: Incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness.**

PF-1 Perform strength exercises to enhance endurance and increase muscle efficiency.

**Most Complex (MC):** Perform strength exercises to enhance and increase muscle efficiency with verbal cues.

**Less Complex (LC):** Participate in strength exercises with verbal prompts and visual cues.

**Access (A):** Move a variety of muscle groups with physical manipulation.

PF-2 Sustain moderate to vigorous physical activity for short amounts of time.

**Most Complex (MC):** Sustain moderate to vigorous physical activity for short amounts of time with verbal prompts.

**Less Complex (LC):** With verbal prompts and visual cues, the student will sustain moderate to vigorous physical activity for short amounts of time.

**Access (A):** The student will recognize physical activity with verbal prompts and visual cues.

PF-3 Use words to express feelings and sensations about physical activity.

**Most Complex (MC):** The student will use words to express feelings and sensations about physical activity with verbal prompts.

**Less Complex (LC):** The student will identify feelings and sensations about physical activity with verbal prompts and visual cues.

**Access (A):** The student will move in a physical activity with physical manipulation.

**Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.**

AW-1 Demonstrate recognition that physical activity is beneficial to good health.

**Most Complex (MC):** Demonstrate recognition that physical activity is beneficial to good health with verbal prompts.

**Less Complex (LC):** Identify beneficial physical activity with verbal prompts and visual cues.

**Access (A):** Recognize physical activity with verbal cues.

AW-2 Recognize the difference between physical activity levels in different children's tasks (e.g. walking compared to playing tag).

**Most Complex (MC):** Recognize the difference between physical activity levels in different children's tasks with verbal prompts.

**Less Complex (LC):** Identify differences in activity levels with verbal prompts and visual cues.

**Access (A):** Recognize differences in activity levels with verbal prompts and visual cues.

AW-3 Identify and list the body components of bones, muscles, organs, tissues and fat.

**Most Complex (MC):** Identify and list the body components of bones, muscles, organs, tissues and fat with verbal prompts.

**Less Complex (LC):** Match pictures of bones, muscles, organs, tissues and fat with verbal prompts and visual cues.

**Access (A):** The student will look at pictures of bones, muscles, organs, tissues and fat.

**Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.**

RB-3 Exhibit self-control in group settings (e.g. listens quietly without interruption for short periods with teacher reinforcement).

**Most Complex (MC):** Exhibits self-control in group settings with verbal prompts.

**Less Complex (LC):** Exhibits self-control in group settings with verbal prompts and visual cues.

**Access (A):** The student will sit quietly in group settings with verbal prompts.

### **Instructional Strategies**

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction

- Small group practice
- Pairs practice
- Individual practice
- Class discussion

**Assessment**

- Consistent teacher observation/ anecdotal records
- Exercise for an increased period of time
- Participate in class discussion

**Activity Levels Assessment**

Vigorous Activity: Sweating, increased heart rate, heavy breathing, not sitting

	Identify Activities for their Activity Level	Identify How Activity Affects the Body	Name Activities: Vigorous vs. Sedentary
4	Students can tell the level of vigor within an activity.	Student can identify all four ways the body is affected by vigorous activity.	Student can name several vigorous and sedentary activities.
3	Students can always identify vigorous activity while participating in it.	Students can identify three ways the body is affected by vigorous activity.	Students can name a few vigorous activities.
2	Students can sometimes identify vigorous activity while participating in it.	Students can identify 1-2 ways the body is affected by vigorous activity.	Students can name at least one vigorous activity and one sedentary activity.
1	Students usually do not correctly identify vigorous activity while participating in it.	Students cannot identify how the body is affected by vigorous activity.	Students cannot name activities that are vigorous and/or sedentary.

Student Name	Identify Activities for their Activity Level	Identify How Activity Affects the Body	Name Activities Vigorous vs. Sedentary

**Timeline:**

On-going

**21<sup>st</sup> Century Skills:**

- Work independently and collaboratively to solve problems and accomplish goals.

**Teacher Resources:**

-Teacher created warm-ups and activities

-Internet sources

[www.PECentral.org](http://www.PECentral.org)

[www.pe4life.org](http://www.pe4life.org)

[www.humankinetics.org](http://www.humankinetics.org)

-Physical Essentials K-2 PE Curriculum

Joella H. Mehrhof and Kathy Ermler

State Department of Education – Physical Education

**Unit: Manipulatives  
Grades 1 & 2**

**Essential Question**

What different ways can the body move given a specific purpose?

**Guiding Questions**

1. How do I participate in a variety of physical activities involving manipulation of objects?
2. How do I improve hand/eye coordination?

**Standards with Objectives for the Unit**

**Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

MS-2: Demonstrate the key elements for throwing, catching, striking and other manipulative skills.

Modifications:

**Most Complex (MC):** Demonstrate the key elements for throwing, catching, striking and other manipulative skills with verbal prompts.

**Less Complex (LC):** Demonstrate the key elements for throwing, catching, striking and other manipulative skills with verbal prompts and visual cues.

**Access (A):** The student will touch the ball with hand or foot with physical manipulation.

**Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.**

RB-1 Recognize the benefits that accompany cooperation and sharing.

Modifications:

**Most Complex (MC):** - Recognize the benefits that accompany cooperation and sharing with verbal prompts.

**Less Complex (LC):** Play cooperatively with verbal prompts and visual cues.

**Access (A):** - Engage in an activity with physical manipulation.



RB-3 Exhibit self-control in group settings (e.g. listens quietly without interruption for short periods with teacher reinforcement).

Modifications:

**Most Complex (MC):** - Exhibits self-control in group setting with verbal prompts.

**Less Complex (LC):** Exhibit self-control in a group setting with verbal prompts and visual cues.

**Access (A):** - Sit quietly in group settings with verbal prompts.

### **Instructional Strategies**

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice
- Pairs practice
- Individual practice
- Low organizational games
- Class discussion
- Students share work with an audience

### **Assessment Task**

Determine achievement of performance standards through continuous observation during skills practice.

- See attached Grade 1 & 2 Manipulative self-assessment rubric

**Timeline:**

12 classes

**21<sup>st</sup> Century Skills:**

- Work independently and collaboratively to solve problems and accomplish goals.

**Teacher Resources:**

-Teacher created warm-ups and activities

-Internet sources

[www.PECentral.org](http://www.PECentral.org)

[www.pe4life.org](http://www.pe4life.org)

[www.humankinetics.org](http://www.humankinetics.org)

[www.greatactivities.net](http://www.greatactivities.net)

- The Best of Great Activities (The Great Activities Publishing Company, 1994)
- Great Activities Newsletter (The Great Activities Publishing Company)
- Physical Essentials K-2 PE Curriculum  
Joella H. Mehrhof and Kathy Ermler










25

Name \_\_\_\_\_

Self-Assessment Rubric – Manipulatives  
Grade 1/2

How did you perform in the unit we just completed?

Circle the face that shows how you performed.

	Meets Expectations	Progressing	Needs Improvement
<b>Sportsmanship:</b> <ul style="list-style-type: none"><li>• I played by the rules</li><li>• I didn't brag when I won</li><li>• I didn't get upset when I lost</li></ul>			
<b>Skills and Concepts:</b> <ul style="list-style-type: none"><li>• I can perform the skill taught in class today</li><li>• I can teach the skill to a friend</li></ul>			
<b>Effort:</b> <ul style="list-style-type: none"><li>• I tried my best</li><li>• I tried my best whether or not I liked the game/activity we are playing</li></ul>			

**Unit: Striking  
Grades 1 & 2**

**Essential Question**

What different ways can the body move given a specific purpose?

**Guiding Questions**

1. How can I combine locomotor, non-locomotor and foot striking skills?
2. How do I project objects through space using hands and short implements?

**Standards with Objectives for the Unit**

**Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

MS-2 Demonstrate emerging skills of catching, kicking, throwing, and striking.

Modifications:

**Most Complex (MC):** - Using verbal cues the student will demonstrate catching, kicking, throwing, and striking skills.

**Less Complex (LC):** - Using verbal and tactile cues the students demonstrate catching, throwing, kicking, and striking skills.

**Access (A):** - Using physical manipulation the student touch the ball with hands or feet.

**Responsible Personal and Social Behavior: Students will exhibit responsible personal and social behavior including respect for differences among people in physical activity settings.**

RB-3 Exhibit self-control in group settings.

Modifications:

**Most Complex (MC):** - With verbal prompting, the students will engage in a wide variety of gross motor activities that are child selected and teacher initiated.

**Less Complex (LC):** - Given a choice of two gross motor activities, the student will select and engage in an activity.

**Access (A):** - With physical manipulation, the student will participate in a physical activity.

### **Instructional Strategies**

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group and/or pair practice
- Individual practice
- Teacher created activities and/or lead-up games
- Class discussion

### **Assessment**

Determine achievement of the objectives through continuous observation during skills practice, lead-up activities, and participation in class discussion.

### **Performance Assessment**

Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Task:** Create a “How To” story to describe a striking skill.

### **Performance Standard that Represents Mastery:**

Students will:

- Accurately describe steps to perform the striking skill
- Write clearly based on grade writing rubric (See attached district writing rubric)

### **Timeline:**

4 classes

### **21<sup>st</sup> Century Skills:**

- Work independently and collaboratively to solve problems and accomplish goals.

### **Teacher Resources:**

-Teacher created warm-ups and activities

-Internet sources

[www.PECentral.org](http://www.PECentral.org)

[www.pe4life.org](http://www.pe4life.org)

[www.humankinetics.org](http://www.humankinetics.org)

[www.greatactivities.net](http://www.greatactivities.net)

- The Ultimate Sport Lead-Up Game Book (Educators Press, 2001)  
Guy Bailey
- The Best of Great Activities (Great Activities Publishing Company, 1994)
- Great Activities Newsletter. The Great Activities Publishing Company
- Physical Essentials K-2 PE Curriculum  
Joella H. Mehrhof and Kathy Ermler

Grades 3 & 4  
PE Curriculum

**Unit: Gymnastics  
Grades 3 & 4**

**Essential Question**

What different ways can the body move given a specific purpose?

**Guiding Questions**

1. What is proper climbing technique?
2. What does my body need to do to stay balanced?
3. How do I tumble safely?
4. How do I jump and land safely?

**Standards with Objectives for the Unit**

**Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

MS-1 Demonstrates changes in speed during straight, curved, and zigzag pathways in dynamic situations (e.g. cartwheels, round offs, tumbling, jumping and landing)

Modifications:

**Most Complex (MC):** With verbal prompts, the student will demonstrate change in speed during straight, curved and zigzag pathways in dynamic situations.

**Less Complex (LC):** With verbal prompts and visual cues, the student will demonstrate change in speed during straight, curved and zigzag pathways in dynamic situations.

**Access (A):** Using verbal prompts and visual cues, the student will recognize change in speed in dynamic situations.

MS-2 Perform a variety of skills and apply combinations of non-locomotor, locomotor and manipulative skills. (e.g.: balancing and climbing).

Modifications:

**Most Complex (MC):** With verbal prompts, the student performs a variety of skills and applies combinations of non-locomotor, locomotor and manipulative skills.

**Less Complex (LC):** With verbal prompts and visual cues, the student will perform a variety of locomotor, non-locomotor and manipulative skills.

**Access (A):** Using physical manipulation, the student will demonstrate non-locomotor and manipulative



**Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.**

AW-1 Understand that practicing activities increases specific skill competence.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will demonstrate understanding that practicing activities increases specific skill competence.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will practice skills.

**Access (A):** Using physical manipulation, the student will participate in activities.

AW-2 Experiment with new physical activities.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will experiment with new physical activities.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will practice new skills.

**Access (A):** Using physical manipulation, the student will engage in new activities

**Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.**

RB-1 Accept responsibility for one's own performance without blaming others.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will accept responsibility for his/her performance without blaming others.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will participate positively in all activities.

**Access (A):** Using physical manipulation, the student will participate in activities.

### **Instructional Strategies**

The following instructional strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Skill modeling
- Individual practice at stations
- Class discussion

### Assessment Task

Demonstrate proper climbing technique, safe tumbling, balancing, jumping and landing.

- See attached Grade 3 & 4 rubric scoring sheet for gymnastics

#### Timeline:

4 classes

#### 21<sup>st</sup> Century Skills:

- Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

#### Teacher Resources:

-Teacher created warm-ups and activities

-Internet sources

[www.PECentral.org](http://www.PECentral.org)

[www.pe4life.org](http://www.pe4life.org)

[www.humankinetics.org](http://www.humankinetics.org)

-Teaching Developmental Gymnastics (University of Texas Press, 1990)

Garland O'Quinn, Jr.

# 3/4 Grade Scoring Sheet Gymnastics

**Teacher Name:** \_\_\_\_\_

	Outcome 1		Outcome 2		Outcome 3	
Date of Assessment:	Uses proper climbing technique		Uses proper tumbling technique		Uses proper jumping and landing technique	
Student Name	Ach	Dev	Ach	Dev	Ach	Dev
	<b>Cues</b>		<b>Cues</b>		<b>Cues</b>	
	Hand over hand, lower self without sliding or jumping		Forward roll: head position, squat, hands on mat Cartwheel: arms straight, hands turned		Head up, land on feet, bend knees.	

**Unit: Golf**  
**Grades 3 & 4**

**Essential Question**

What do I need to know to play golf?

**Guiding Questions**

3. What do I need to know to demonstrate proper putting technique?
4. What do I need to know to demonstrate proper chipping technique?
5. What do I need to know to demonstrate proper driving technique?

**Standards with Objectives for the Unit**

**Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

MS-2 Perform a variety of skills and apply combinations of non-locomotor, locomotor and manipulative skills. (e.g.: chipping, putting and driving [striking], etc.).

Modifications:

**Most Complex (MC):** With verbal prompts, the student performs a variety of skills and applies combinations of non-locomotor, locomotor and manipulative skills.

**Less Complex (LC):** With verbal prompts and visual cues, the student will perform a variety of locomotor, non-locomotor and manipulative skills.

**Access (A):** Using physical manipulation, the student will demonstrate non-locomotor and manipulative skills.

MS-3 Participate in a variety of modified games.

Modifications:

**Most Complex (MC):** The student will identify strategies for simple games with verbal prompts.

**Less Complex (LC):** The student will play simple games with verbal prompts and visual cues.

**Access (A):** The student will engage in simple games with peer pairing and physical manipulation.

**Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.**

AW-1 Understand that practicing activities increases specific skill competence.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will demonstrate understanding that practicing activities increases specific skill competence.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will practice skills.

**Access (A):** Using physical manipulation, the student will participate in activities.

**Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.**

RB-1 Accept responsibility for one's own performance without blaming others.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will accept responsibility for his/her performance without blaming others.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will participate positively in all activities.

**Access (A):** Using physical manipulation, the student will participate in activities.

RB-2 Demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will participate positively in a variety of physical activity settings.

**Access (A):** With peer pairing and teacher initiation, the student will engage in a variety of physical activity settings.

### **Instructional Strategies**

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice
- Pairs practice
- Class discussion

### **Assessment Task**

Demonstrate basic skills necessary to play golf.

See attached grade 3 & 4 rubric scoring sheet for golf.

**Timeline:**

6 classes

**21<sup>st</sup> Century Skills:**

- Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

**Teacher Resources:**

-Teacher created warm-ups and activities

-Internet sources

[www.PECentral.org](http://www.PECentral.org)

[www.pe4life.org](http://www.pe4life.org)

[www.humankinetics.org](http://www.humankinetics.org)

[www.greatactivities.net](http://www.greatactivities.net)

- First Tee Golf Program Handbook

<h1>3/4 Grade Scoring Sheet</h1>							
<h2>Golf</h2>							
Teacher Name:							
	<b>Outcome 1</b>		<b>Outcome 2</b>		<b>Outcome 3</b>		
<b>Date of Assessment:</b>	Uses proper putting technique		Uses proper technique for chipping		Uses proper technique for driving		
Student Name	Ach	Dev	Ach	Dev	Ach	Dev	
	<b>Cues</b>		<b>Cues</b>		<b>Cues</b>		
	Hands together, interlocking grip. Read slopes from all angles.		Eyes on ball, swing through the ball.		Left arm straight. Rhythm and speed of swing. Keep head down, follow through.		

**Unit: Adventure Games  
Grades 3 & 4**

**Essential Question**

How do I work within a group and problem solve?

**Guiding Questions**

1. Was I a productive member of my group?
2. Did my contribution have a positive impact on the group?

**Standards with Objectives for the Unit**

**Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

MS-2 Perform a variety of skills and apply combinations of non-locomotor, locomotor and manipulative skills. (e.g.: use of scooters, ropes, hoops, cones, mats).

Modifications:

**Most Complex (MC):** With verbal prompts, the student performs a variety of skills and applies combinations of non-locomotor, locomotor and manipulative skills.

**Less Complex (LC):** With verbal prompts and visual cues, the student will perform a variety of locomotor, non-locomotor and manipulative skills.

**Access (A):** Using physical manipulation, the student will demonstrate non-locomotor and manipulative skills.

MS-3 Participate in a variety of modified games, developmentally appropriate tasks and activities, creative movement, dance and play.

Modifications:

**Most Complex (MC):** With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

**Less Complex (LC):** With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

**Access (A):** With physical manipulation, the student will participate in a variety of developmentally appropriate tasks.



**Benefits of Physical Activity/Wellness:** Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-1 Understand that practicing activities increases specific skill competence.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will demonstrate understanding that practicing activities increases specific skill competence.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will practice skills.

**Access (A):** Using physical manipulation, the student will participate in activities.

AW-2 Experiment with new physical activities.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will experiment with new physical activities.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will practice new skills.

**Access (A):** Using physical manipulation, the student will engage in new activities.

**Responsible Personal and Social Behavior:** Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-1 Accept responsibility for one's own performance without blaming others.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will accept responsibility for his/her performance without blaming others.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will participate positively in all activities.

**Access (A):** Using physical manipulation, the student will participate in activities.

RB-2 Demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will participate positively in a variety of physical activity settings.

**Access (A):** With peer pairing and teacher initiation, the student will engage in a variety of physical activity settings.

RB-3 Will work cooperatively and productively in a group to accomplish a set goal on cooperative and competitive settings.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive settings.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will work in a positive manner.

**Access (A):** With peer pairing and teacher initiation, the student will engage in activity.

### **Instructional Strategies**

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice
- Pairs practice
- Class discussion

### **Assessment Task**

Work consistently and cooperatively with group.

Grade 3 & 4 Rubric scoring sheet for adventure games.

**Timeline:**

6 classes

**21<sup>st</sup> Century Skills:**

- Work independently and collaboratively to solve problems and accomplish goals.
- Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.

**Teacher Resources:**

-Teacher created warm-ups and activities

-Internet sources

[www.PECentral.org](http://www.PECentral.org)

[www.pe4life.org](http://www.pe4life.org)

[www.humankinetics.org](http://www.humankinetics.org)

[www.pa.org](http://www.pa.org)

-Adventure Curriculum for Physical Education (Elementary School)

Jane Pannicucci and Nancy Stratton Constable

-No Props, Great Games with No Equipment (Project Adventure Inc., 2005)

Mark Collard

-Team Building Challenges (Human Kinetics, 1995)

Daniel Midura and Donald Glover

# 3/4 Grade Scoring Sheet

## Adventure Games

Teacher Name: \_\_\_\_\_

	Outcome 1		Outcome 2		Outcome 3	
Date of Assessment:	Works consistently and cooperatively with group		Positive contribution added to group			
Student Name	Ach	Dev	Ach	Dev	Ach	Dev
	Cues		Cues		Cues	
	Tone of voice, shared and listened, active participant		All participants contributed			

**Unit: Basketball  
Grades 3 & 4**

**Essential Question**

What do I need to know to play basketball?

**Guiding Questions**

1. How can I dribble a ball and maintain control?
2. What do I need to know to demonstrate proper shooting technique?

**Standards with Objectives for the Unit**

**Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

MS-2 Perform a variety of skills and apply combinations of non-locomotor, locomotor and manipulative skills. (e.g.: Form shooting, lay-up shooting, dribbling, passing).

Modifications:

**Most Complex (MC):** With verbal prompts the student performs a variety of skills and applies combinations of non-locomotor, locomotor and manipulative skills.

**Less Complex (LC):** With verbal prompts and visual cues, the student will perform a variety of locomotor, non-locomotor and manipulative skills.

**Access (A):** Using physical manipulation, the student will demonstrate non-locomotor and manipulative skills.

MS-3 Participate in a variety of modified games, developmentally appropriate tasks and activities, creative movement, dance and play.

Modifications:

**Most Complex (MC):** With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

**Less Complex (LC):** With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

**Access (A):** With physical manipulation, the student will participate in a variety of developmentally appropriate tasks.

**Benefits of Physical Activity/Wellness:** Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-1 Understand that practicing activities increases specific skill competence.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will demonstrate understanding that practicing activities increases specific skill competence.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will practice skills.

**Access (A):** Using physical manipulation, the student will participate in activities.

**Responsible and Personal Social Behavior:** Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-2 Demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will participate positively in a variety of physical activity settings.

**Access (A):** With peer pairing and teacher initiation, the student will engage in a variety of physical activity settings.

### **Instructional Strategies**

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice – station work
- Pairs practice
- Lead-up games
- Class discussion

### **Assessment Task**

Demonstrate dribbling, shooting skills necessary to play basketball.

See attached grade 3 & 4 rubric scoring sheet for basketball.

**Timeline:**

6 classes

**21<sup>st</sup> Century Skills:**

- Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.

**Teacher Resources:**

- Teacher created warm-ups and activities
- Internet sources
  - [www.PECentral.org](http://www.PECentral.org)
  - [www.pe4life.org](http://www.pe4life.org)
  - [www.humankinetics.org](http://www.humankinetics.org)
  - [www.greatactivities.net](http://www.greatactivities.net)
- The Ultimate Sport Lead-Up Game Book (Educators Press, 2001)  
Guy Bailey
- The Best of Great Activities (Great Activities Publishing Company, 1994)
- Great Activities Newsletter. The Great Activities Publishing Company

# 3/4 Grade Scoring Sheet Basketball

Teacher Name:

	Outcome 1		Outcome 2		Outcome 3	
Date of Assessment:	Dribble while moving while using either hand		Proper form shooting technique		Proper lay-up shooting technique	
Student Name	Ach	Dev	Ach	Dev	Ach	Dev
	<b>Cues</b>		<b>Cues</b>		<b>Cues</b>	
	fingertip control head up waist high		knees bent elbows in eyes look over ball follow through		extend arm aim for backboard	



**Unit: Fitness  
Grades 3 & 4**

**Essential Question**

What do I need to know to be fit?

**Guiding Questions**

1. What is my current level of fitness?
2. How can I maintain and/or improve my current level of fitness?
3. Did my activity choices cause a change in my fitness?
4. Did I achieve my fitness goal?

**Standards with Objectives for the Unit**

**Physical Fitness: Students will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of fitness.**

PF-1 Measure and record changes in aerobic capacity, muscular strength, and muscular endurance using state mandated fitness tests.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will measure and record changes in aerobic capacity, muscular strength and muscular endurance using state mandated fitness tests.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will participate in fitness testing

**Access (A):** With physical manipulation, the student will move a variety of muscle groups.

PF-2 Meet the health standard for each of the state-mandated fitness tests.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will meet the *Health Standard* for each of the state mandated fitness tests.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will recognize physical activity.

**Access (A):** With verbal assistance and visual cues, the student will recognize physical activity.

PF-3 List and define the components of physical fitness.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will list and define the components of physical fitness.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will identify pictures displaying activities depicting components of physical fitness.

**Access (A):** With verbal assistance and visual cues, the student will recognize physical activity.

**Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.**

AW-2 Experiment with new physical activities.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will experiment with new physical activities.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will practice new skills.

**Access (A):** Using physical manipulation, the student will engage in new activities

AW-3 Understand the five recommended behaviors for a healthy lifestyle:

1. Being physically active everyday.
2. Eating fruits and vegetables everyday.
3. Less than one hour per day of TV, videogames and computer.
4. Drinking non-sugar beverages.
5. Getting 8-11 hours of sleep each night.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will demonstrate understanding of the five recommended behaviors for a healthy lifestyle.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will match pictures of recommended behaviors for a healthy life style.

**Access (A):** Using physical manipulation, the student will engage in activities.

**Responsible and Personal Social Behavior:** Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-1 Accept responsibility for one's own performance without blaming others.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will accept responsibility for one's own performance without blaming others.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will participate positively in all activities.

**Access (A):** Using physical manipulation, the student will participate in activities.

### **Instructional Strategies**

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Individual Practice
- Small group practice
- Pairs practice
- Class discussion

### **Assessment Task**

Identify health-related standards for aerobic endurance, muscular strength, muscular endurance and flexibility. (ongoing)

### **Performance Assessment:**

**Standard or Objective Assessed:** The student will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of fitness.

### **Performance Task**

Students will:

- Assess current fitness level.
- Write specific goals for improving fitness.
- Identify strategies that they are going to implement to achieve these goals.
- Participate in the Third Generation Connecticut Physical Fitness Assessment.
- Set achievable goals based on fitness assessment results.

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Based upon recent completion of the fitness assessment, students will write a minimal two paragraph reflection that includes fitness scores and plans for improving or maintaining fitness. Modified writing scoring rubric attached.

**Performance Standard that represents mastery:**

Passing all the 4 health related fitness components based on the CT State Physical Education Assessment.

**Timeline:**

- September-October: Fitness training
- October-November: Fitness training, administer 3<sup>rd</sup> generation CT Physical Fitness Assessment, set goals for improved/increased health related fitness.
- December-April: Fitness training
- April-May: Fitness training, administer 3<sup>rd</sup> Generation CT Fitness Assessment
- May-June: Fitness training, student reflection of goal attainment.

**21<sup>st</sup> Century Skills:**

- Works independently and collaboratively to solve problems and accomplish goals.

**Teacher Resources:**

-Teacher created warm-ups and activities

-Internet sources

[www.PECentral.org](http://www.PECentral.org)

[www.pe4life.org](http://www.pe4life.org)

[www.humankinetics.org](http://www.humankinetics.org)

-Connecticut State Department of Education – 3<sup>rd</sup> Generation Physical Fitness Assessment

4<sup>th</sup> GRADE FITNESS TEST REFLECTION

	<b>1 - Developing</b>	<b>2 - Meeting Standard</b>	<b>3 - Exceeding Standard</b>
<b>Organization</b> <i>Does the story make sense?</i>	<ul style="list-style-type: none"> <li>Identifies at least one fitness strength or area of improvement</li> <li>Sets a general goal</li> <li>May include a fitness plan for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Identifies at least one fitness strength</li> <li>Identifies at least one fitness area where they would like to improve</li> <li>Sets an appropriate goal</li> <li>Includes a fitness plan for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes all four parts of the fitness test and identifies strengths and areas of improvement</li> <li>Sets an appropriate goal that includes a timeline for implementation</li> <li>Includes a detailed fitness plan for improvement OR a plan to maintain their current fitness level</li> </ul>
<b>Craft/Idea Development</b> <i>How does the story develop from beginning to end?</i>	<p style="text-align: center;"><b>Clarity</b></p> <ul style="list-style-type: none"> <li>Sentences make sense</li> <li>Writes so the reader understands most parts</li> <li>Some parts of the plan are logical and are sequential</li> </ul>	<ul style="list-style-type: none"> <li>Writing flows throughout the piece mostly without reader assumptions.</li> <li>Most parts of the plan are logical and are sequential</li> </ul>	<ul style="list-style-type: none"> <li>Writing flows clearly from one idea to another without reader assumptions.</li> <li>All parts of the plan are logical and the sequence is appropriate.</li> </ul>
<b>Conventions</b> <i>Is there evidence of proofreading strategies and application?</i>	<p style="text-align: center;"><b>Spelling/Mechanics</b></p> <ul style="list-style-type: none"> <li>High frequency words and phonetically regular words are correct</li> <li>Content area words are spelled incorrectly</li> <li>Applies rules of capitalization (beginning of a sentence)</li> <li>Applies rules of punctuation (end of a sentence)</li> <li>Attempts paragraph structure</li> </ul>	<ul style="list-style-type: none"> <li>High frequency words and phonetically regular words are correct</li> <li>Most content area words are spelled correctly</li> <li>Applies rules of capitalization (e.g. beginning of a sentence, names)</li> <li>Applies rules of punctuation (end of a sentence and commas in a series)</li> <li>Uses paragraph structure by indenting or spacing.</li> </ul>	<ul style="list-style-type: none"> <li>High frequency words and phonetically regular words are correct</li> <li>All content area words are spelled correctly</li> <li>Uses appropriate capitalization and punctuation throughout</li> <li>Uses paragraph structure by indenting</li> </ul>

**Unit: Floor Hockey  
Grades 3 & 4**

**Essential Question**

What do I need to know to play floor hockey?

**Guiding Questions**

1. What do I need to know to demonstrate proper dribbling technique?
2. How do I pass to a moving target?
3. What do I need to know to demonstrate proper shooting technique?

**Standards with Objectives for the Unit**

**Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

MS-1 Demonstrate changes in speed during straight, curved and zigzag pathways in dynamic situations. (e.g. dribbling, moving without the puck, spacing.)

Modifications:

**Most Complex (MC):** With verbal prompts, the student will demonstrate change in speed during straight, curved and zigzag pathways in dynamic situations.

**Less Complex (LC):** With verbal prompts and visual cues, the student will demonstrate change in speed during straight, curved and zigzag pathways in dynamic situations.

**Access (A):** Using verbal prompts and visual cues, the student will recognize change in speed in dynamic situations.

MS-2 Perform a variety of skills and apply combinations of non-locomotor, locomotor and manipulative skills. (e.g.: shooting, dribbling, and passing).

Modifications:

**Most Complex (MC):** With verbal prompts, the student will perform a variety of skills and applies combinations of non-locomotor, locomotor and manipulative skills.

**Less Complex (LC):** With verbal prompts and visual cues, the student will perform a variety of locomotor, non-locomotor and manipulative skills.

**Access (A):** Using physical manipulation, the student will demonstrate non-locomotor and manipulative skills.

MS-3 Participate in a variety of modified games, developmentally appropriate tasks and activities, creative movement, dance and play.

Modifications:

**Most Complex (MC):** With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

**Less Complex (LC):** With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

**Access (A):** With physical manipulation, the student will participate in a variety of developmentally appropriate tasks.

**Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.**

AW-1 Understand that practicing activities increases specific skill competence.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will demonstrate understanding that practicing activities increases specific skill competence.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will practice skills.

**Access (A):** Using physical manipulation, the student will participate in activities.

**Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.**

RB-1 Accept responsibility for one's own performance without blaming others.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will accept responsibility for one's own performance without blaming others.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will participate positively in all activities.

**Access (A):** Using physical manipulation, the student will participate in activities.

RB-2 Demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will participate positively in a variety of physical activity settings.

**Access (A):** With peer pairing and teacher initiation, the student will engage in a variety of physical activity settings.

RB-3 Will work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive settings.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive settings.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will work in a positive manner.

**Access (A):** With peer pairing and teacher initiation, the student will engage in activity.

### Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice
- Pairs practice
- Class discussion
- Lead-up games

### Assessment Task

Demonstrate basic skills necessary to play floor hockey.

Grade 3 & 4 Rubric scoring sheet for floor hockey.

**Timeline:**

4 classes

**21<sup>st</sup> Century Skills:**

- Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.



**Teacher Resources:**

-Teacher created warm-ups and activities

-Internet sources

[www.PECentral.org](http://www.PECentral.org)

[www.pe4life.org](http://www.pe4life.org)

[www.humankinetics.org](http://www.humankinetics.org)

[www.greatactivities.net](http://www.greatactivities.net)

-The Ultimate Sport Lead-Up Game Book (Educators Press, 2001)  
Guy Bailey

-The Best of Great Activities (Great Activities Publishing Company, 1994)

-Great Activities Newsletter. The Great Activities Publishing Company

# 3/4 Grade Scoring Sheet Floor Hockey

Teacher Name: \_\_\_\_\_

	Outcome 1		Outcome 2		Outcome 3	
Date of Assessment:	Uses proper dribbling technique		Uses proper technique for shooting		Uses proper passing technique for passing to moving target	
Student Name	Ach	Dev	Ach	Dev	Ach	Dev
	<b>Cues</b> Hands apart, light taps to keep close, blade below knees		<b>Cues</b> Blade of stick below knees, transfer weight back to front		<b>Cues</b> Leading throw ahead of target, receiver has stick on floor for target	

**Unit: Football  
Grades 3 & 4**

**Essential Question**

What do I need to know to play football?

**Guiding Questions**

1. How can I hike a ball to a quarterback?
2. What do I need to know to demonstrate proper throwing and catching technique?
3. How do I pass to a moving target?

**Standards with Objectives for the Unit**

**Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

MS-1 Demonstrate changes in speed during straight, curved and zigzag pathways in dynamic situations. (e.g. defensive cover [shadowing], evading defense, spacing,)

Modifications:

**Most Complex (MC):** With verbal prompts, the student will demonstrate change in speed during straight, curved and zigzag pathways in dynamic situations.

**Less Complex (LC):** With verbal prompts and visual cues, the student will demonstrate change in speed during straight, curved and zigzag pathways in dynamic situations.

**Access (A):** Using verbal prompts and visual cues, the student will recognize change in speed in dynamic situations.

MS-2 Perform a variety of skills and apply combinations of non-locomotor, locomotor and manipulative skills. (e.g.: Throwing, catching, kicking and passing).

Modifications:

**Most Complex (MC):** With verbal prompts the student performs a variety of skills and applies combinations of non-locomotor, locomotor and manipulative skills.

**Less Complex (LC):** With verbal prompts and visual cues, the student will perform a variety of locomotor, non-locomotor and manipulative skills.

**Access (A):** Using physical manipulation, the student will demonstrate non-locomotor and manipulative skills.

MS-3 Participate in a variety of modified games, developmentally appropriate tasks and activities, creative movement, dance and play.

Modifications:

**Most Complex (MC):** The student will identify strategies for simple games with verbal prompts.

**Less Complex (LC):** The student will play simple games with verbal prompts and visual cues.

**Access (A):** The student will engage in simple games with peer pairing and physical manipulation.

MS-3 Participate in a variety of modified games, developmentally appropriate tasks and activities, creative movement, dance and play.

Modifications:

**Most Complex (MC):** With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

**Less Complex (LC):** With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

**Access (A):** With physical manipulation, the student will participate in a variety of developmentally appropriate tasks.

**Benefits of Physical Activity/Wellness:** Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-1 Understand that practicing activities increases specific skill competence.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will demonstrate understanding that practicing activities increases specific skill competence.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will practice skills.

**Access (A):** Using physical manipulation, the student will participate in activities.

**Responsible and Personal Social Behavior:** Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-2 Demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will participate positively in a variety of physical activity settings.

**Access (A):** With peer pairing and teacher initiation, the student will engage in a variety of physical activity settings.

RB-3 Will work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive settings.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive settings.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will work in a positive manner.

**Access (A):** With peer pairing and teacher initiation, the student will engage in activity.

### **Instructional Strategies**

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice/station work
- Pairs practice
- Class discussion
- Lead-up Games

### **Assessment Task**

Demonstrate basic skills necessary to play football.

Grade 3 & 4 Rubric scoring sheet for football.

**Timeline:**

4 classes

**21<sup>st</sup> Century Skills:**

- Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

**Teacher Resources:**

-Teacher created warm-ups and activities

-Internet sources

[www.PECentral.org](http://www.PECentral.org)

[www.pe4life.org](http://www.pe4life.org)

[www.humankinetics.org](http://www.humankinetics.org)

[www.greatactivities.net](http://www.greatactivities.net)

- The Ultimate Sport Lead-Up Game Book (Educators Press, 2001)  
Guy Bailey
- The Best of Great Activities (Great Activities Publishing Company, 1994)
- Great Activities Newsletter. The Great Activities Publishing Company

# 3/4 Grade Scoring Sheet Football

Teacher Name: \_\_\_\_\_

	Outcome 1		Outcome 2		Outcome 3	
Date of Assessment:	uses proper throwing and catching technique		Uses proper technique for centering		Uses proper technique for passing to a moving target	
Student Name	Ach	Dev	Ach	Dev	Ach	Dev
	<b>Cues</b> placement on ball of hands, stepping with opposite foot to throw. Eyes on ball and soft hands to catch		<b>Cues</b> Ball in front of body, torso and knees bent, soft pass through legs		<b>Cues</b> leading throw ahead of target	

**Unit: Jump rope  
Grades 3 & 4**

**Essential Question**

What different ways can the body move given the specific purpose of jumping rope?

**Guiding Questions**

1. What do I need to know to successfully jump a self-turned rope?
2. What do I need to know to successfully jump a partner turned rope?

**Standards with Objectives for the Unit**

**Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

MS-2 Perform a variety of skills and apply combinations of non-locomotor, locomotor and manipulative skills. (e.g.: jumping tricks for self-turned or long rope).

Modifications:

**Most Complex (MC):** With verbal prompts, the student will perform a variety of skills and applies combinations of non-locomotor, locomotor and manipulative skills.

**Less Complex (LC):** With verbal prompts and visual cues, the student will perform a variety of locomotor, non-locomotor and manipulative skills.

**Access (A):** Using physical manipulation, the student will demonstrate non-locomotor and manipulative skills.

**Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.**

AW-1 Understand that practicing activities increases specific skill competence.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will demonstrate understanding that practicing activities increases specific skill competence.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will practice skills.

**Access (A):** Using physical manipulation, the student will participate in activities.

AW-2 Experiment with new physical activities.



Modifications:

**Most Complex (MC):** Using verbal prompts, the student will experiment with new physical activities.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will practice new skills.

**Access (A):** Using physical manipulation, the student will engage in new activities

**Responsible and Personal Social Behavior:** Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-1 Accept responsibility for one's own performance without blaming others.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will accept responsibility for his/her performance without blaming others.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will participate positively in all activities.

**Access (A):** Using physical manipulation, the student will participate in activities.

RB-3 Will work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive settings.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive settings.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will work in a positive manner.

**Access (A):** With peer pairing and teacher initiation, the student will engage in activity.

### Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice
- Pairs practice
- Individual Practice
- Class discussion

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### Assessment Task

Demonstrate proper jumping of self-turned and long rope.

See attached Grade 3 & 4 rubric scoring sheet for jump rope.

#### Timeline:

4 classes

#### 21<sup>st</sup> Century Skills:

- Work independently and collaboratively to solve problems and accomplish goals.

#### Teacher Resources:

-Teacher created warm-ups and activities

-Internet sources

[www.PECentral.org](http://www.PECentral.org)

[www.pe4life.org](http://www.pe4life.org)

[www.humankinetics.org](http://www.humankinetics.org)

[www.heart.org](http://www.heart.org)

American Heart Association

# 3/4 Grade Scoring Sheet

## Jump Rope

Teacher Name: \_\_\_\_\_

	Outcome 1		Outcome 2		Outcome 3	
Date of Assessment:	Jump a self turned rope 10x consecutive		Jump inside a long rope while partners turn 10x consecutive			
Student Name	Ach	Dev	Ach	Dev	Ach	Dev
	<b>Cues</b>		<b>Cues</b>		<b>Cues</b>	
	head up, elbows in, small jumps		Head up, small jumps			

**Unit: Lacrosse  
Grades 3 & 4**

**Essential Question**

What do I need to know to play lacrosse?

**Guiding Questions**

1. How can I cradle a ball and maintain control?
2. What do I need to know to demonstrate proper throwing and catching technique?
3. What do I need to know to demonstrate proper scooping technique?

**Standards with Objectives for the Unit**

**Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

MS-2 Perform a variety of skills and apply combinations of non-locomotor, locomotor and manipulative skills. (e.g.: cradle, scoop, catch and throw).

Modifications:

**Most Complex (MC):** With verbal prompts, the student will perform a variety of skills and applies combinations of non-locomotor, locomotor and manipulative skills.

**Less Complex (LC):** With verbal prompts and visual cues, the student will perform a variety of locomotor, non-locomotor and manipulative skills.

**Access (A):** Using physical manipulation, the student will demonstrate non-locomotor and manipulative skills.

MS-3 Participate in a variety of modified games, developmentally appropriate tasks and activities, creative movement, dance and play.

Modifications:

**Most Complex (MC):** With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

**Less Complex (LC):** With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

**Access (A):** With physical manipulation, the student will participate in a variety of developmentally appropriate tasks.

**Benefits of Physical Activity/Wellness:** Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-1 Understand that practicing activities increases specific skill competence.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will demonstrate understanding that practicing activities increases specific skill competence.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will practice skills.

**Access (A):** Using physical manipulation, the student will participate in activities.

**Responsible and Personal Social Behavior:** Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-2 Demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will participate positively in a variety of physical activity settings.

**Access (A):** With peer pairing and teacher initiation, the student will engage in a variety of physical activity settings.

RB-3 Will work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive settings.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive settings.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will work in a positive manner.

**Access (A):** With peer pairing and teacher initiation, the student will engage in an activity.

### **Instructional Strategies**

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice

- Pairs practice
- Lead-up Games
- Class discussion

### Assessment Task

Demonstrate throwing, catching, cradling and scooping skills necessary to play lacrosse.

Grade 3 & 4 Rubric scoring sheet for lacrosse.

#### Timeline:

4 classes

#### 21<sup>st</sup> Century Skills:

- Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

#### Teacher Resources:

- Teacher created warm-ups and activities
- Internet sources
  - [www.PECentral.org](http://www.PECentral.org)
  - [www.pe4life.org](http://www.pe4life.org)
  - [www.humankinetics.org](http://www.humankinetics.org)
  - [www.greatactivities.net](http://www.greatactivities.net)
- The Ultimate Sport Lead-Up Game Book (Educators Press, 2001)  
Guy Bailey
- The Best of Great Activities (Great Activities Publishing Company, 1994)
- Great Activities Newsletter. The Great Activities Publishing Company

# 3/4 Grade Scoring Sheet Lacrosse

Teacher Name: \_\_\_\_\_

	Outcome 1		Outcome 2		Outcome 3	
Date of Assessment:	Uses proper cradling technique		Uses proper technique for throwing and catching		Uses proper technique for scooping	
Student Name	Ach	Dev	Ach	Dev	Ach	Dev
	<b>Cues</b>		<b>Cues</b>		<b>Cues</b>	
	Two hand grasp, head of stick above waist		Hands apart on stick, basket position for over or underhand throw		Hands apart, bent knees, butt of stick down	

**Unit: Soccer  
Grades 3 & 4**

**Essential Question**

What different ways can the body move given a specific purpose to play soccer?

**Guiding Questions**

1. How can I dribble a ball and maintain control?
2. What do I need to know to demonstrate proper kicking technique?
3. How do I pass to a moving target?

**Standards with Objectives for the Unit**

**Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

MS-1 Demonstrate changes in speed during straight, curved and zigzag pathways in dynamic situations. (e.g. moving to open spaces, defensive cover [shadowing])

Modifications:

**Most Complex (MC):** With verbal prompts, demonstrate change in speed during straight, curved and zigzag pathways in dynamic situations.

**Less Complex (LC):** With verbal prompts and visual cues, the student will demonstrate change in speed during straight, curved and zigzag pathways in dynamic situations.

**Access (A):** Using verbal prompts and visual cues, the student will recognize change in speed in dynamic situations.

MS-2 Perform a variety of skills and apply combinations of non-locomotor, locomotor and manipulative skills. (e.g.: throw-ins, kicking, trapping).

Modifications:

**Most Complex (MC):** With verbal prompts, the student performs a variety of skills and applies combinations of non-locomotor, locomotor and manipulative skills.

**Less Complex (LC):** With verbal prompts and visual cues, the student will perform a variety of locomotor, non-locomotor and manipulative skills.

**Access (A):** Using physical manipulation, the student will demonstrate non-locomotor and manipulative skills.



MS-3 Participate in a variety of modified games, developmentally appropriate tasks and activities, creative movement, dance and play.

Modifications:

**Most Complex (MC):** With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

**Less Complex (LC):** With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

**Access (A):** With physical manipulation, the student will participate in a variety of developmentally appropriate tasks.

**Benefits of Physical Activity/Wellness:** Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-1 Understand that practicing activities increases specific skill competence.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will demonstrate understanding that practicing activities increases specific skill competence.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will practice skills.

**Access (A):** Using physical manipulation, the student will participate in activities.

**Responsible and Personal Social Behavior:** Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-1 Accept responsibility for one's own performance without blaming others.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will accept responsibility for his/her performance without blaming others.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will participate positively in all activities.

**Access (A):** Using physical manipulation, the student will participate in activities.

RB-2 Demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Modifications:

45

**Most Complex (MC):** Using verbal prompts, the student will demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will participate positively in a variety of physical activity settings.

**Access (A):** With peer pairing and teacher initiation, the student will engage in a variety of physical activity settings.

### **Instructional Strategies**

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice
- Pairs practice
- Lead-up games
- Class discussion

### **Assessment Task**

Demonstrate basic skills necessary to play soccer.

See attached grade 3 & 4 rubric scoring sheet for soccer.

### **Timeline:**

6 classes

### **21<sup>st</sup> Century Skills:**

- Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

### **Teacher Resources:**

- Teacher created warm-ups and activities
- Internet sources
  - [www.PECentral.org](http://www.PECentral.org)
  - [www.pe4life.org](http://www.pe4life.org)
  - [www.humankinetics.org](http://www.humankinetics.org)
  - [www.greatactivities.net](http://www.greatactivities.net)
- The Ultimate Sport Lead-Up Game Book (Educators Press, 2001)  
Guy Bailey
- The Best of Great Activities (Great Activities Publishing Company, 1994)
- Great Activities Newsletter. The Great Activities Publishing Company

# 3/4 Grade Scoring Sheet Soccer

**Teacher Name:**

	Outcome 1		Outcome 2		Outcome 3	
Date of Assessment:	Dribbles while moving using either foot		Uses proper kicking technique		Uses proper technique for passing	
Student Name	Ach	Dev	Ach	Dev	Ach	Dev
	<b>Cues</b>		<b>Cues</b>		<b>Cues</b>	
	Uses inside and outside of foot, eyes up, ball stays close to body		Planting opposite foot, instep contact, follow through		Pass ball ahead of receiver, knows when to pass in game situations	

**Unit: Softball  
Grades 3 & 4**

**Essential Question**

What do I need to know to play softball?

**Guiding Questions**

1. What do I need to know to demonstrate proper batting technique?
2. What do I need to know to demonstrate proper throwing and catching technique?
3. What do I need to know to demonstrate proper base running technique?

**Standards with Objectives for the Unit**

**Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

MS-2 Perform a variety of skills and apply combinations of non-locomotor, locomotor and manipulative skills. (e.g.: throwing, catching, batting [striking], etc.).

Modifications:

**Most Complex (MC):** With verbal prompts, the student performs a variety of skills and applies combinations of non-locomotor, locomotor and manipulative skills.

**Less Complex (LC):** With verbal prompts and visual cues, the student will perform a variety of locomotor, non-locomotor and manipulative skills.

**Access (A):** Using physical manipulation, the student will demonstrate non-locomotor and manipulative skills.

MS-3 Participate in a variety of modified games.

Modifications:

**Most Complex (MC):** The student will identify strategies for simple games with verbal prompts.

**Less Complex (LC):** The student will play simple games with verbal prompts and visual cues.

**Access (A):** The student will engage in simple games with peer pairing and physical manipulation.

**Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.**

AW-1 Understand that practicing activities increases specific skill competence.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will demonstrate understanding that practicing activities increases specific skill competence.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will practice skills.

**Access (A):** Using physical manipulation, the student will participate in activities.

**Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.**

RB-1 Accept responsibility for one's own performance without blaming others.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will accept responsibility for his/her performance without blaming others.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will participate positively in all activities.

**Access (A):** Using physical manipulation, the student will participate in activities.

RB-2 Demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will participate positively in a variety of physical activity settings.

**Access (A):** With peer pairing and teacher initiation, the student will engage in a variety of physical activity settings.

### **Instructional Strategies**

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice
- Pairs practice
- Lead-up Game
- Class discussion

### Assessment Task

Demonstrate basic skills necessary to play softball.

See attached grade 3 & 4 rubric scoring sheet for softball.

#### Timeline:

6 classes

#### 21<sup>st</sup> Century Skills:

- Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

#### Teacher Resources:

-Teacher created warm-ups and activities

-Internet sources

[www.PECentral.org](http://www.PECentral.org)

[www.pe4life.org](http://www.pe4life.org)

[www.humankinetics.org](http://www.humankinetics.org)

[www.greatactivities.net](http://www.greatactivities.net)

-The Ultimate Sport Lead-Up Game Book (Educators Press, 2001)

Guy Bailey

-The Best of Great Activities (Great Activities Publishing Company, 1994)

-Great Activities Newsletter. The Great Activities Publishing Company

# 3/4 Grade Scoring Sheet Softball

Teacher Name: \_\_\_\_\_

Date of Assessment:	Outcome 1		Outcome 2		Outcome 3	
	Uses proper batting technique		Uses proper technique for throwing and catching		Uses proper technique for base running	
Student Name	Ach	Dev	Ach	Dev	Ach	Dev
	Cues		Cues		Cues	
	Hands together, bat off shoulder, eyes watch ball contact bat		Eyes on ball, step with opposite foot, rotate at hips		Knows order of bases, one person on base at a time, 1st base always a force	

**Unit: Track & Field  
Grades 3 & 4**

**Essential Question**

What different ways can the body move given a specific purpose in track and field?

**Guiding Questions**

1. What is proper running form?
2. What is the proper technique for the relay?
3. What is the proper technique for throwing?

**Standards with Objectives for the Unit**

**Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

MS-1 Demonstrate changes in speed during straight, curved and zigzag pathways in dynamic situations.

Modifications:

**Most Complex (MC):** With verbal prompts, the student will demonstrate change in speed during straight, curved and zigzag pathways in dynamic situations.

**Less Complex (LC):** With verbal prompts and visual cues, the student will demonstrate change in speed during straight, curved and zigzag pathways in dynamic situations.

**Access (A):** Using verbal prompts and visual cues, the student will recognize change in speed in dynamic situations.

MS-2 Perform a variety of skills and apply combinations of non-locomotor, locomotor and manipulative skills. (e.g.: running, baton passing, javelin throw).

Modifications:

**Most Complex (MC):** With verbal prompts the student performs a variety of skills and applies combinations of non-locomotor, locomotor and manipulative skills.

**Less Complex (LC):** With verbal prompts and visual cues, the student will perform a variety of locomotor, non-locomotor and manipulative skills.

**Access (A):** Using physical manipulation, the student will demonstrate non-locomotor and manipulative skills.



**Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.**

AW-1 Understand that practicing activities increases specific skill competence.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will demonstrate understanding that practicing activities increases specific skill competence.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will practice skills.

**Access (A):** Using physical manipulation, the student will participate in activities.

AW-2 Experiment with new physical activities.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will experiment with new physical activities.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will practice new skills.

**Access (A):** Using physical manipulation, the student will engage in new activities.

**Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.**

RB-1 Accept responsibility for one's own performance without blaming others.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will accept responsibility for his/her performance without blaming others.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will participate positively in all activities.

**Access (A):** Using physical manipulation, the student will participate in activities.

RB-2 Demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will participate positively in a variety of physical activity settings.

**Access (A):** With peer pairing and teacher initiation, the student will engage in a variety of physical activity settings.

### **Instructional Strategies**

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Individual practice
- Small group practice
- Class discussion

### **Assessment Task**

Demonstrate mature running pattern, proper techniques for relay and throwing.

See attached grade 3 & 4 rubric scoring sheet for track & field.

### **Timeline:**

4 classes

### **21<sup>st</sup> Century Skills:**

- Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

### **Teacher Resources:**

-Teacher created warm-ups and activities

-Internet sources

[www.PECentral.org](http://www.PECentral.org)

[www.pe4life.org](http://www.pe4life.org)

[www.humankinetics.org](http://www.humankinetics.org)

-Track and Field Fundamentals for Teacher and Coach (Stipes Publishing Company, 1971)

John Powell

# 3/4 Grade Scoring Sheet Track and Field

Teacher Name:

	Outcome 1		Outcome 2		Outcome 3	
Date of Assessment:	Demonstrates mature running pattern		Uses proper technique for relay baton		Uses proper technique for throwing	
Student Name	Ach	Dev	Ach	Dev	Ach	Dev
	<b>Cues</b>		<b>Cues</b>		<b>Cues</b>	
	Head up, pump arms, run on balls of feet		Hand position to receive baton, underhand position from passer		Dominant hand overhand throw, opposition footwork	

**Unit: Volleyball  
Grades 3 & 4**

**Essential Question**

What do I need to know to play volleyball?

**Guiding Questions**

1. What do I need to know to demonstrate proper serving technique?
2. What do I need to know to demonstrate proper hitting technique?

**Standards with Objectives for the Unit**

**Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

MS-2 Perform a variety of skills and apply combinations of non-locomotor, locomotor and manipulative skills. (e.g.: serving and hitting).

Modifications:

**Most Complex (MC):** With verbal prompts, the student performs a variety of skills and applies combinations of non-locomotor, locomotor and manipulative skills.

**Less Complex (LC):** With verbal prompts and visual cues, the student will perform a variety of locomotor, non-locomotor and manipulative skills.

**Access (A):** Using physical manipulation, the student will demonstrate non-locomotor and manipulative skills.

MS-3 Participate in a variety of modified games, developmentally appropriate tasks and activities, creative movement, dance and play.

Modifications:

**Most Complex (MC):** With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

**Less Complex (LC):** With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

**Access (A):** With physical manipulation, the student will participate in a variety of developmentally appropriate tasks.

**Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.**

AW-1 Understand that practicing activities increases specific skill competence.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will demonstrate understanding that practicing activities increases specific skill competence.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will practice skills.

**Access (A):** Using physical manipulation, the student will participate in activities.

**Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.**

RB-1 Accept responsibility for one's own performance without blaming others.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will accept responsibility for his/her performance without blaming others.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will participate positively in all activities.

**Access (A):** Using physical manipulation, the student will participate in activities.

RB-2 Demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will participate positively in a variety of physical activity settings.

**Access (A):** With peer pairing and teacher initiation, the student will engage in a variety of physical activity settings.

RB-3 Will work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive settings.

Modifications:

**Most Complex (MC):** Using verbal prompts, the student will work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive settings.

**Less Complex (LC):** Using verbal prompts and visual cues, the student will work in a positive manner.

**Access (A):** With peer pairing and teacher initiation, the student will engage in activity.

### **Instructional Strategies**

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice
- Pairs practice
- Lead-up Games
- Class discussion

### **Assessment Task**

Demonstrate bumping, setting and serving skills necessary to play volleyball.

See attached grade 3 & 4 rubric scoring sheet for volleyball.

#### **Timeline:**

4 classes

#### **21<sup>st</sup> Century Skills:**

- Work independently and collaboratively to solve problems and accomplish goals.
- Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

#### **Teacher Resources:**

-Teacher created warm-ups and activities

-Internet sources

[www.PECentral.org](http://www.PECentral.org)

[www.pe4life.org](http://www.pe4life.org)

[www.humankinetics.org](http://www.humankinetics.org)

[www.greatactivities.net](http://www.greatactivities.net)

-The Ultimate Sport Lead-Up Game Book (Educators Press, 2001)

Guy Bailey

-The Best of Great Activities (Great Activities Publishing Company, 1994)

-Great Activities Newsletter. The Great Activities Publishing Company

# 3/4 Grade Scoring Sheet volleyball

Teacher Name: \_\_\_\_\_

	Outcome 1		Outcome 2		Outcome 3	
Date of Assessment:	Hit a ball and maintain control		Proper form serving technique			
Student Name	Ach	Dev	Ach	Dev	Ach	Dev
	<b>Cues</b>		<b>Cues</b>		<b>Cues</b>	
	two hand fingertip control for overhand hit Underhand hit with hands together		Hit ball at waist level fir underhand serve. Hit ball over head for overhand serve			

NEWTOWN PUBLIC SCHOOLS  
**Curriculum Development Guide**

Adopted by the BOE:

**K-12 Curriculum Committees** (ELA, Mathematics, Social Studies, Science) and those writing curriculum in other areas, are educators representing district stakeholders. The committees coordinate the district curriculum, identify and solve problems related to instruction in the content area, and make recommendations for professional development. Curriculum Committees as coordinated by the Assistant Superintendent discuss a district timeline for curriculum development.

The **District Curriculum Council** is made of district representatives reflecting different content areas, levels, and expertise in district training.

The K-12 Curriculum Committee or a subcommittee from building/grade level will:

1. Identify **what we know** about the existing curriculum from multiple perspectives
  - a. Collect input from teachers, students, and/or parents
  - b. Analyze any data available, such as student grades and achievement testing
  - c. Discuss what is effective about the curriculum and what needs improvement
2. Reformulate or affirm **what we believe**
  - a. Study national trends and state mandates
  - b. Look at exemplary curriculum
  - c. Develop a brief belief or mission statement for the particular content area to:
    - i. Show what we believe is important, and
    - ii. Focus and align K-12 curriculum and instruction.
3. Identify **what we want** in standards, essential understandings, content and skills by grade or by course and professional development
  - a. The K-12 Curriculum Committee will review and revise the standards, essential understandings, content and skills based on feedback from major stakeholders.
  - b. Review curriculum on a five-year cycle
  - c. Advise the district on the provision of on-going in-service related to curriculum initiatives for teachers.

The steps of the Curriculum Writing and Implementation Process are:

1. Develop the curriculum document (see Curriculum Document Guideline) complete with
  - a. Suggested and common performance assessment tasks and rubrics
  - b. Suggested and common resources for teachers and students
2. Present first to the appropriate Curriculum Committee or colleagues for feedback and recommendation to the District Curriculum Council (If it is not adopted, return to the Content Area Curriculum Committee with suggestions and/or concerns)
3. Present to the District Curriculum Council for recommendation to the BOE Curriculum and Instruction (C and I) subcommittee



4. Present to the BOE C and I subcommittee for recommendation to the full BOE for adoption
  - a. if approved, implement
  - b. if not approved return for revising
5. Implement the curriculum district wide
  - a. Provide systematic, planned, ongoing in-service for teachers related to curriculum initiatives.
6. Monitor the curriculum through data about student performance and modify as needed

# NEWTOWN PUBLIC SCHOOLS

## Curriculum Document Guideline

*The mission of the Newtown Public Schools, a partnership of students, families, educators and community, is to INSPIRE EACH STUDENT TO EXCEL in attaining and applying the knowledge, skills and attributes that lead to personal success while becoming a contributing member of a dynamic global community.*

*We accomplish this by creating an unparalleled learning environment characterized by:*

- *High expectations*
- *Quality instruction*
- *Continuous improvement*
- *Civic responsibility*

Newtown Public Schools takes a concept-based approach to teaching and learning. This approach, developed by Dr. H. Lynn Erickson and her colleagues, has similar components to the *Understanding by Design* model, developed by Dr. Grant Wiggins and Dr. Jay McTighe. Newtown curriculum documents will contain elements of both models, which complement each other.

### **A quality curriculum**

- provides a clear focus for teaching and learning to ensure equity/consistency of learning opportunities for all students;
- communicates expectations for each grade or class to students, parents, and teachers;
- provides for continuity of instruction from grade to grade and class to class that ensures continuous improvement/growth/learning, and
- guides assessment of student learning.

In order to reach this goal, all Newtown curriculum documents will include the district mission and a clear structure as outlined below.

- **Conceptual Lenses** are the broad organizing concepts under consideration in a unit of study
- **Generalizations/Enduring Understandings**  
**Generalizations** are two or more concepts stated as a relationship. Generalizations are conceptual understandings that transfer to other situations, through time, and across cultures they are:
  1. Universal
  2. Timeless
  3. Abstract

**Enduring Understandings** are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area. Enduring understandings:

1. Frame the big ideas that give meaning and lasting importance to such discrete curriculum elements as facts and skills;
  2. Transfer to other fields as well as adult life;
  3. “Unpack” areas of the curriculum where students may struggle to gain understanding or demonstrate misunderstandings and misconceptions;
  4. Provide a conceptual foundation for studying the content area, and
  5. Frame as declarative sentences that present major curriculum generalizations and recurrent ideas.
- **Essential Questions** are concepts in the form of questions focusing on key elements of curriculum that are used to guide students to uncover the concepts or principles of the content area.
    - **Principles** are pivotal ideas that students can uncover. (Example: Not everything that is published is accurate or true.)
  - **Guiding Questions** are factual, conceptual and provocative questions that guide students to discover the generalizations.
  - **CT Core & Content Standards** define the knowledge and skill areas that are important for all students to master. They describe what we want students to know and be able to do by the end of a course of study in this field. Standards are developed with awareness of state framework documents and national standards for that content area.
    - Each unit must contain CT Core Standards (CCSS) and discipline-specific standards (i.e. for Social Studies CT C3 Frameworks)
  - **Objectives** provide the focus of instruction for the grade level or course and lead to mastery of the standards for a particular content area.
    - **Objectives will reflect higher levels of thinking** rather than focus on general memorization of facts. Unit objectives need to represent depth of knowledge (DOK) and Anderson’s taxonomy
    - **Unit Objectives need to be limited in number** so that they can be revisited often enough to ensure mastery for all students, by unit’s end, as well as allowing ample time to incorporate materials related to student interests and to tie learning to their life experiences.
  - **Content/Topics** are the critical content that students must know related to the discipline under study.
  - **Content-specific and 21<sup>st</sup> Century Skills**
    - Skills specific to the content area being studied that students will practice or master throughout the course of the unit of study.
    - One or two of the following 21<sup>st</sup> Century Learning Expectations should be referenced in each curriculum document:
      1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
      2. Work independently and collaboratively to solve problems and accomplish goals.

3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
  4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
  5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
  6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
- **Core Learning Activities/Tasks** provide students with an opportunity to demonstrate what they know and can do. A task can be an activity paired with observational checklists or records, written or spoken performance, or a project, where tasks will incorporate an opportunity for students to use a variety of their intelligences. Core activities are those that ALL students engage in. If a list of suggested learning activities is presented, the **CORE** learning activities should be bold-faced.
  - **Resources** include a list of the professional resources that teachers need to implement the curriculum, and resources that students need to master the standards.
    - **Professional Resources**
      - Sample curriculum maps or timelines that integrate objectives with content material and illustrate when they will be taught
      - Either a list of suggested activities or model units
      - Extension activities that provide opportunities for differentiated instruction and force students to go deeper in their learning
      - Two or three excellent references that will be supplied by the district
      - Suggestions for coordinating with parents
    - **Student Resources** will be shown as either mandatory or optional.
      - District adopted textbooks (see textbook adoption materials)
      - Supplementary materials that are universal (such as a book of readings, a science kit, or a list of math manipulatives)
      - Reference materials (Such as District MLA Citation handbook)
  - **Assessment(s)** include a combination of formative and summative assessments that measure student growth.
    - **Performance assessments** will be used to determine how well students have mastered the standards and can apply the learning for this grade level or course. Performance Assessments will include one or more tasks and a performance standard.
      - **Performance Standard** (rubric). The performance standard defines specifically the level of performance that represents mastery. This standard can be represented by a score requirement on a standardized test, by a mastery criteria (such as 3 of 4 correct), or by an analytical rubric that shows multiple criteria. An ongoing effort to collect exemplars (samples of scored student work) will exist at the building/grade/course level as references for teachers
      - **NHS Graduation Standards** (see program of studies)
        - ✓ The graduation standards are school-wide rubrics that address Written, and Spoken Communication, Information Literacy and

Problem Solving. All NHS graduates must meet standard on these rubrics as a requirement for graduation.

- **Interdisciplinary Connections** will be added into all Newtown curriculum documents in all content areas by incorporating objectives from other areas where they fit naturally and logically. Curriculum writers will review reading, writing, information literacy, problem-solving, self-directed learning, and technology objectives to see which objectives are appropriate to incorporate into the new or revised document for reinforcement and application in a different setting.

#### **Resources**

Erickson, H. Lynn, and Lanning, Lois A. *Transitioning to Concept-based Curriculum and Instruction: How to Bring Content and Process Together*, Thousand Oaks, CA: Corwin Press, 2014. Print.

Erickson, H. Lynn. *Stirring the Head, Heart, and Soul: Redefining Curriculum, Instruction, and Concept-based Learning*, Thousand Oaks, CA: Corwin Press, 2008. Print.

Erickson, H. Lynn. *Concept-based Curriculum and Instruction for the Thinking Classroom*, Thousand Oaks, CA: Corwin Press, 2007. Print.

Lanning, Lois A. *Designing a Concept-based Curriculum for English Language Arts*, Thousand Oaks, CA: Corwin Press, 2013. Print.

“Six Critical Skills that Form the Foundation for 21<sup>st</sup> Century Success”: Education Connection (Jonathan Costa). 2009. Print.

Wiggins, Grant and J. McTighe. *Understanding by Design*, Alexandria, VA: ASCD, 2005. Print.

## **Addendum**

This section includes examples of each part of the structure of the curriculum documents for the district.

### **From Global American History II grade 8**

#### **Conceptual Lens:**

- Conflict and Compromise

#### **Generalizations/Enduring Understandings:**

- In order for a nation to thrive, its government must be willing to address controversial issues to benefit the common good.

#### **Essential Questions**

- How did domestic and foreign events challenge the first two presidents?

#### **Guiding Questions**

- (Factual) What controversies did the new nation need to address?
- (Conceptual) Why do nations need to address controversial issues?
- (Provocative) Why do controversial issues tear governments apart?

#### **Content-specific and 21<sup>st</sup> Century Skills**

- CCSS Reading History 6-8.1—Cite specific textual evidence to support analysis of primary and secondary sources.

#### **Objectives**

- Describe the decisions made by George Washington & Congress that established precedents in America.

#### **Content/Topics**

- Domestic and foreign policy

#### **21<sup>st</sup> Century and Content-specific Skills**

- Compare information about a historical event using a variety of primary sources

#### **Core Learning Activities/Tasks**

- Write and/or perform a short skit demonstrating the challenges that a new leader faces.

#### **Resources**

- American History text (Teacher's Edition)

#### **Assessments—Common Formative**

- **Performance Assessment**
  - In a given written format, explain how the Louisiana Purchase changed the country.
  - **Performance Standard**
    - A properly supported claim is evident
  - **NHS Graduation Standards**
    - Not applicable in 8<sup>th</sup> grade

#### **Interdisciplinary Connections**

- Students will write a journal entry from the British point of view

## **From English I grade 9**

### **Conceptual Lens:**

- Valuing self and others

### **Generalizations/Enduring Understandings:**

- Understanding author's purpose in both fiction and non-fiction helps a reader understand the core message of the work.

### **Essential Questions**

- What is theme?

### **Guiding Questions**

- (Factual) How do we come of age through experience?
- (Conceptual) What influences a decision?
- (Provocative) What are the consequences of silence?

### **CT Core & Content Standards**

- CCSS Reading Literature 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### **Objectives**

- Students will summarize a story by identifying key components in order to develop an effective understanding of the text.

### **Content/Topics**

- Textual evidence

### **Content-specific and 21<sup>st</sup> Century Skills**

- Effectively apply the analysis, syntheses, and evaluative process that enable productive problem solving.

### **Core Learning Activities/Tasks**

- "Forcing readers to read carefully"

### **Resources**

- Flash Fiction—"A Moment in the Sun Field" by William Brohaugh

### **Assessments—Summative**

- **Performance Assessment**
  - Write a personal narrative to Essential Question with reflection of choices on POV, narrator.
  - **Performance Standard**
    - Ideas are clearly and fluently expressed.
  - **NHS Graduation Standards**
    - Written Performance Graduation Standard

### **Interdisciplinary Connections**

- Cite Support

## Planning for and Executing Curriculum Work

The assistant superintendent's office is responsible for supporting the revision of curriculum. This work is influenced by the needs of the district as articulated through k-12 curriculum committee work, building/department requests and other forms of feedback.

During the budget process, curriculum leaders submit requests for the following year that are to be considered for inclusion in the assistant superintendent's budget. Requests are made using a designated form in the budget development packet.

There are several ways to schedule curriculum writing including release time and/or extra work hours. For planning purposes, the following figures based on past experience may guide requests and/or decisions but it must be noted that these are only guidelines. There is a continuum of revision to be considered, the number of people involved in the project and the length of the course.

As of 2015-16, curriculum writers must be trained in concept-based model unless the training is waived by the assistant superintendent.

### **Total revision (ex. rewrite in concept-based format; new standards adoption)**

Full-year course ..... 100 hours

One semester course ..... 50 hours

### **Curriculum update**

Full year course ..... 40 hours

One semester course ..... 20 hours



## **Superintendent's Goals for the 2015-2016 School Year**

The 2015-2016 district goals are, once again, intended to represent the combined focus areas of the Newtown Board of Education and the Superintendent of Schools. The Superintendent of Schools work will also represent the district's cabinet, administrative team, and staff.

At the close of the 2014-2015 school year the superintendent and the Newtown Board of Education agreed that ongoing, measurable, and additional work should continue in the following areas:

### **Instructional -**

- A midyear review of the Grade K Spanish pilot program;
- Grade 8/9 student transition for an in-depth examination of rigor and readiness for middle school youngsters moving forward to Newtown High School which will include research on a grade nine honors academy;
- Full day kindergarten and its effect on instructional change for primary grades due to an enhanced student readiness;
- A continued examination and review of alternative programming at Newtown High School;
- Virtual Learning Academy (online student opportunity) as a continued resource and option for high performing students and for students in need of credit recovery and/or homebound instruction;
- A K-12 chronology review of science;
- Supporting and embracing the October 2015 decennial accreditation self-study of Newtown High School
- A K-8 program review centered on gifted and talented students will be brought to the board of education on or before December 2015

### **Facility –**

- To work in partnership with the Public Building and Site Commission with the 2016-2017 Sandy Hook School opening ;
- To work in partnership with the Public Building and Site Commission with the Newtown High School renovate-to-new auditorium project.
- To bring successfully to close the summer of 2015 facility work with the Newtown High School world language lab and the enhancements to the Newtown High School Blue and Gold stadium (additional seating – bleachers – away side)
- To continue the work of the 2014-2015 Facility Committee pertaining to enrollment and potentially a school closing;

### **Partnerships –**

- To remain active in:
  - Engaging and informing parents (*PTA Presidents' monthly meeting, attend PTO meetings, 6:30 a.m. open hour, community forums*);
  - The collaboration with safety officials (police / fire) and continue to facilitate the district's safety committee;
  - The Central Connecticut State University administrative certification program (aspiring administrators);
  - The ongoing climate and culture work with certified staff.
- To create parent advisory opportunities for shared understanding of present practice:
  - A parent advisory will be established at Newtown High School allowing parents to better understand co-curricular activities (athletics) and the governance of interscholastic programs.

In addition, new challenges because of local, regional, and federal circumstances, creates additional focus areas for the upcoming school year:

**Board of Education – Long Term Strategic Planning: PK-12 Teaching and Learning**

The Newtown Board of Education has gone through significant change since the completion of the present long term plan which was in place for the 2011-2012 school year. The plan will be reviewed, modified, and updated for board action on or before May, 2016.

**Board of Education / Town – Long Term Capital Planning / Facility Planning**

School and town officials continue to meet to better understand long term infrastructure needs for all town owned buildings. School administrators will work in partnership with town leaders to reach a sound understanding and agreement of next steps regarding renovation, rebuild, and consolidation. The work from this committee will be brought to the board at appropriate times throughout the new school year.

**Board of Education / Town Consolidation of Services**

Careful planning and definable steps must be developed and endorsed by staff and elected officials as we examine how the board of education staff will work most efficiently with the town and with the community. An update on this initiative will be brought to the school board in January, 2016.

**Pupil Services: Program Review**

Challenges that all public schools face and unique challenges that are found within our district will prompt a program review focused on best practice pertaining to identification, programming, and staffing. The program review will be brought to the board of education on or before December 2015.

**Fiscal Planning – 2016-2017**

The 2016-2017 budget process looms to be very difficult work. The federal funding stream which was used to offset 1214 needs will create a funding cliff for budget planners. In addition, the *Affordable Care Act* will be problematic (although much more difficult to fund in 2018) as the federal legislation begins to impact local funding.

**Technology – Maintaining / Funding / Managing**

Technology demands continue to grow throughout the district. A thorough examination of lease vs. purchase, technology support staff vs. volume of work, and reoccurring funds needed to maintain our present K-12 platform will be presented to the board of education on or before November 1, 2015.

I anticipate the upcoming school year to be filled with great challenge and even greater success. Collectively, our 900 employees will stay focused on making a difference.....one youngster at a time.


Respectfully,  
JE

**NEWTOWN PUBLIC SCHOOLS  
BUSINESS OFFICE**

**MEMORANDUM**

**DATE:** August 10, 2015

**TO:** Dr. Joseph V. Erardi, Jr., Superintendent

**FROM:** Ron Bienkowski, Director of Business 

**SUBJECT:** Chartwells Contract Renewal & School Lunch Price Increase

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Attached is the Proposed Contract Amendment Number One for our Food Service Provider – Chartwells for the 2015-16 school year. This is an amendment to the main contract which was issued to Chartwells resulting from the RFP process which was conducted during the 2013-14 school year. (The main contract is also attached for reference.)

This amendment is usually presented in May or June each year but has been delayed this year because the State Department of Education was advised by the Department of Agriculture that the RFP template the State provided to districts and the local contracts they approved did not meet Federal requirements. This was the outcome of a Child Nutrition Program Management Evaluation Review conducted by the Northeast Regional Office of the USDA. The findings were 1) price was not identified as the primary evaluation factor in the RFP, and 2) contracts included unallowable cost provisions and overly responsive contract clauses. (i.e., scholarships, and equipment investment).

The SDE developed the documents we used in the RFP contracting process and also provided the review and approval of both our RFP and our final contract. They apologize for the current situation and regret the inconvenience this has caused.

Initially the State was going to require all 49 school districts impacted by this directive to re-bid for 2015-16. They have since by directive dated July 20, 2015 allowed us to amend our contract for this year by attesting to and removing all unallowable cost provisions. We will also be required to implement a new RFP for a new contract by June 30, 2016 for school year 2016-17.

Hence, the enclosed contract with the references to section deletion #6 and #7. Other changes in the amendment provide for a \$.25 increase across the board, we haven't

increased prices for the last two years and an approximately 2.8% increase in Chartwells fees and a change in the guarantee language. The rest of the contract is the same as prior amendments. This document is currently with the State for their review and approval.

George Sottile will be available at the Board meeting to address any concerns and to also introduce the new Director of Dining Services, Greg King and our new Master Chef, Alfonzo DeMasi.

It appears that the loss for the most recent year is in the neighborhood of \$80K. The contract under which we have been operating protects the Board from any of this liability. It is recommended that we allow a price increase to help cover normal and reasonable cost escalation on their part.

If you need any additional information, please let me know.

Thanks for your assistance in moving this forward.

## AMENDMENT NUMBER ONE

THIS AMENDMENT NUMBER ONE, dated AUGUST 18, 2015 , and effective July 1, 2015, is between the **Newtown Public Schools** ("SFA") and **Compass Group USA, Inc. by and through its Chartwells Division** ("FSMC").

WHEREAS, the SFA and Chartwells are parties to a certain agreement, dated July 1, 2014 ("Agreement"), whereby Chartwells manages the SFA's food service operation and facilities; and

WHEREAS, the parties now desire to amend the aforesaid Agreement;

NOW, THEREFORE, in consideration of the promises herein contained and for other good and valuable consideration, the parties hereto agree as follows:

1. Per Section 1.3 of the Agreement, the parties agree to exercise their right to renew the Agreement beginning July 1, 2015 and ending June 30, 2016.
2. Chartwells Management Fee shall be a flat rate of Two Thousand Eight Hundred and Twenty Seven (\$2,827) per month for 10 months (September through June).
3. Chartwells Administrative Fee shall be a flat rate of Eighteen Thousand Four hundred and twenty six dollars (\$18,426) per month for 10 months. (September through June)
4. Chartwells guarantees the bottom line on the operating statement for the 2015-2016 academic year will reflect a breakeven. If the actual bottom line reflects a loss, Chartwells will reduce its Management and Administrative Fees by the amount of the loss up to \$20,000. If the loss exceeds \$20,000, the SFA shall cover such additional losses from \$20,001 up to a maximum of \$40,000. If the loss exceeds \$40,000, Chartwells will reduce its Management and Administrative Fee by the difference between the actual loss, minus \$40,000 and guaranteed amount, but in no event shall the reimbursement obligation exceed the amount of Chartwells' Management and Administrative Fee, as set forth above. The guaranteed amount is based on the following assumptions remaining in effect for the entire school year:
  - (i) Reimbursement rates for The National School Lunch and Breakfast program meals will not be less than the rates in effect for the prior school year;
  - (ii) the value of government donated commodities and/or cash in lieu thereof will not be less than \$79,015 as the stated planned assistance level;

- (iii) the number of full service lunch days during the school year will not be less than 183 for elementary/intermediate, 179 for middle, and 158 for high school;
  - (iv) the number of serving periods, locations, serving times and types of service will not change materially;
  - (v) student enrollment for the term of the contract period will be not less than 4,450 students;
  - (vi) the selling prices of menu pattern meals will not be lower than \$2.85 for elementary schools, \$3.10 for middle/intermediate school and \$3.35 for high school;
  - (vii) A la carte selections will be increased by 3%
  - (viii) Service will not be interrupted as a result of fire, work stoppage, strike or school closing;
  - (ix) revisions to the District's Wellness Policy, including CT Healthy Food Certification, will not reduce participation or increase costs;
  - (x) FSMC shall not be responsible for lost revenue related to charged or humanitarian meals allowed by the SFA.
5. In the event the foregoing conditions are not met during the school year, Chartwells' guarantee obligation shall be reduced by an amount equivalent to any increased cost or loss of revenue attributable to the changes in such conditions
6. Amendment of Article VI. Section 6:11 Section 6:11 of the Agreement is amended by deleting this section in its entirety
7. Amendment of Article VI Section 6:12 Section 6:12 of the Agreement is amended by deleting this section in its entirety.
8. This Amendment is effective July 1, 2015. All other terms and conditions contained in the original Agreement shall remain unchanged and in full force and effect.

IN WITNESS WHEREOF, the parties hereto have caused this Amendment to be signed by their duly authorized officers, all done the day and year first above written.

**Newtown Public Schools**

**COMPASS GROUP USA, INC.  
by and through its Chartwells  
Division**

By \_\_\_\_\_

By: \_\_\_\_\_

Name: Keith Alexander

Name: Rhonna Cass

Title: Chairman, Board of Education

Title: President Schools

Date: \_\_\_\_\_

Date: \_\_\_\_\_

- Newtown Public Schools
- History of Student Meal Price Increases 2004-Present

	Newtown Elementary Schools	Reed Intermediate / Newtown Middle School	Newtown High School	Breakfast	Year-over-year Difference in Meal Price
2004-05	\$1.90	\$2.05	\$2.10	\$1.50	
2005-06	\$1.90	\$2.05	\$2.10	\$1.50	\$0.00
2006-07	\$2.15	\$2.30	\$2.65	\$1.75	\$0.25/\$0.55(NHS)
2007-08	\$2.15	\$2.30	\$2.65	\$1.75	\$0.00
2008-09	\$2.25	\$2.50	\$2.75	\$1.75	\$0.10/\$0.20(Reed/MHS)
2009-10	\$2.25	\$2.50	\$2.75	\$1.75	\$0.00
2010-11	\$2.50	\$2.75	\$3.00	\$1.85	\$0.25/\$0.10(Breakfast)
2011-12	\$2.50	\$2.75	\$3.00	\$1.85	\$0.00
2012-13	\$2.60	\$2.85	\$3.10	\$1.95	\$0.10/\$0.10(Breakfast)
2013-14	\$2.60	\$2.85	\$3.10	\$1.95	\$0.00
2014-15	\$2.60	\$2.85	\$3.10	\$1.95	\$0.00

Recommended

2015-16	\$2.85	\$3.10	\$3.35	\$2.20	\$0.25
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- Price increase back-up information

1. 208 decrease in enrollment district wide
2. 3% CPI food increase
3. 2.5% labor increase hourly and salary labor

- Financial Performance NSLP Schools 2014-2015

1. Enrollment reduction 125 students
2. New Federal regulations on a la carte items took effect Sept. 2014

**Newtown 3 Year  
Profit and Loss**

	2012-2013 Actuals	2013-2014 Actuals	2014-2015 Actuals and Projections	2015-2016 Budget w/.15 at Lower and .25 base meal HS	2015-2016 Budget with .25 all meals increase
<b>Enrollment</b>	<b>5082</b>	<b>4826</b>	<b>4701</b>	<b>4493</b>	<b>4493</b>
<b>Total Lunch Count</b>	556949	543592	530981	556467	556467
<b>Total Breakfast Count</b>	8202	10791	1755	5345	5345
<b>Total Meal Counts</b>	565151	554383	532736	561812	561812
<b>Cash Sales</b>	\$ 1,539,082.00	\$ 1,535,442.00	\$ 1,598,743.00	\$ 1,642,077.00	\$ 1,695,254.00
<b>Reimbursement</b>	\$ 218,916.00	\$ 212,118.00	\$ 146,604.00	\$ 139,245.00	\$ 139,245.00
<b>Total Sales</b>	<b>\$ 1,757,998.00</b>	<b>\$ 1,747,560.00</b>	<b>\$ 1,745,347.00</b>	<b>\$ 1,781,322.00</b>	<b>\$ 1,834,499.00</b>
<b>Food Cost</b>	\$ 707,299.00	\$ 711,498.00	\$ 730,987.00	\$ 725,844.00	\$ 725,844.00
<b>Paper Cost</b>	\$ 51,514.00	\$ 46,251.00	\$ 39,819.00	\$ 47,746.00	\$ 47,746.00
<b>Paper and Food Cost</b>	\$ 758,813.00	\$ 757,749.00	\$ 770,806.00	\$ 773,590.00	\$ 773,590.00
<b>Less Rebates</b>	\$ 109,990.00	\$ 117,160.00	\$ 139,883.00	\$ 140,373.00	\$ 140,373.00
<b>Net Product Cost</b>	<b>\$ 648,823.00</b>	<b>\$ 640,589.00</b>	<b>\$ 630,923.00</b>	<b>\$ 633,217.00</b>	<b>\$ 633,217.00</b>
<b>Direct Labor</b>	\$ 723,705.00	\$ 730,268.00	\$ 750,982.00	\$ 735,919.00	\$ 735,919.00
<b>Management Labor</b>	\$ 102,061.00	\$ 95,798.00	\$ 136,126.00	\$ 161,431.00	\$ 161,431.00
<b>Total Personnel Cost</b>	<b>\$ 825,766.00</b>	<b>\$ 826,066.00</b>	<b>\$ 887,108.00</b>	<b>\$ 897,350.00</b>	<b>\$ 897,350.00</b>
<b>Total Semi Variable</b>	\$ 123,666.00	\$ 118,276.00	\$ 101,709.00	\$ 110,771.00	\$ 110,771.00
<b>Total Management Fee Expense</b>	\$ 197,320.00	\$ 200,680.00	\$ 206,740.00	\$ 212,516.00	\$ 212,516.00
<b>Net Profit /(Loss)</b>	<b>\$ (37,577.00)</b>	<b>\$ (38,051.00)</b>	<b>\$ (81,133.00)</b>	<b>\$ (72,532.00)</b>	<b>\$ (19,355.00)</b>



ARTICLE I  
INTRODUCTION

- 1.1 Date of and Parties to the Agreement. This agreement, dated June 3, 2014, is between the Newtown Public Schools, hereafter called the School Food Authority (SFA), and Compass Group USA, Inc., by and through its Chartwells division (the FSMC).
- 1.2 Purpose of Agreement. This agreement sets forth the terms and conditions upon which the SFA retains the FSMC to manage and operate the SFA's food service for the SFA's students, employees, and visitors.
- 1.3 Duration of Contract. The initial term of this agreement commences on July 1, 2014, and continues until June 30, 2015, unless terminated by either Party as hereinafter provided. The agreement is subject to four (4) additional one-year renewals upon the consent of both parties. **[7 CFR § 210.16 (d)]** *CSDE Control No. D, 1. a and b*

ARTICLE II  
RELATIONSHIP OF THE PARTIES

- 2.1 Independent Contractor. The FSMC shall be an independent contractor and shall retain control over its employees and agents. Nothing in this Agreement shall be deemed to create a partnership, agency, joint venture or landlord-tenant relationship.
- 2.2 FSMC Responsibilities.
  - A. The food service management company shall maintain such records as the school food authority will need to support its Claim for Reimbursement; make all records available to the SFA upon request; and retain all records for a period of three (3) years after the SFA submits the final Claim for Reimbursement for the fiscal year for inspection and audit by representatives of the SFA, State Agency (SA), United States Department of Agriculture (USDA) and Comptroller General, at any reasonable time and place. In instances where audit findings have not been resolved, the records must be retained beyond the 3-year period until resolution of the issues raised by the audit. **[Recordkeeping, 7 CFR Part 3016.42 and Part 3019.53 and § 210.16(c)(1)]** *CSDE Control No. C, 5*
  - B. The FSMC shall to the maximum extent possible, utilize USDA donated foods made available by the SFA solely for the purpose of providing benefits for the SFA's food service operation. **[7 CFR § 210.16(a)(6)]** *CSDE Control No. C, 4*
  - C. The food service management company shall have State and/or local health certification for any facility outside the school in which it proposes to prepare meals and the food service management company shall maintain this health certification for the duration of the contract. The FSMC must meet all applicable State and local health regulations in preparing and serving meals at the SFA facility. **[7 CFR § 210.16(c)(2)]** *CSDE Control No. C, 1*

- D. The FSMC shall prepare and serve a variety of appetizing, high quality, wholesome, and nutritious meals and a la carte items for the SFA's students, employees, and visitors in accordance with the terms and conditions of this agreement. The FSMC agrees that it will perform the work described in this agreement in full compliance with all applicable laws, rules, and regulations adopted or promulgated by any federal or state regulatory body or governmental agency.
- E. The FSMC agrees to meet all requirements and performance standards that may be specified by rule or regulation by any administrative officials or bodies charged with enforcement of any state or federal laws on the subject matter of this agreement.
- F. The FSMC agrees to assume full responsibility for the payment of all contributions, assessments, both state and federal, including, but not limited to, wages, pension benefits, federal, state and local employment taxes, unemployment taxes, social security, and worker's compensation costs, as to all employees engaged by it in the performance of this agreement.
- G. The FSMC agrees to furnish the SFA, upon request, a certificate or other evidence of compliance with state or federal laws regarding contributions, taxes, and assessments on payrolls.
- H. The FSMC shall provide a resident dietician approved by the SFA who will be responsible for such tasks as menu planning, nutritional analysis to insure compliance with USDA and State Guidelines, in-class nutritional instruction as well as conducting nutritional seminars and health fairs, and participation on the SFA's Wellness Committee.

### 2.3 SFA - Responsibilities.

The SFA shall:

- A. Ensure that the food service operation is in conformance with the school food authority's agreement under the Program [7 CFR § 210.16(a)(2)] *CSDE Control No. B, 1*;
- B. Monitor the food service operation through periodic on-site visits to ensure the food service is in conformance with program regulations [7 CFR § 210.16(a)(3)] *CSDE Control No. B, 7*;
- C. Retain control of the quality, extent, and general nature of its food service and the prices to be charged for meals [7 CFR § 210.16(a)(4)] *CSDE Control No. B, 5b*;
- D. Retain signature authority on the State agency-School Food Authority agreement, free and reduced price policy statement and Claims for Reimbursement [7 CFR § 210.16(a)(5)] *CSDE Control No. B, 2*;

- E. Retain title to all USDA donated foods; and ensure that all USDA donated foods made available to the food service management company, including processed USDA donated foods, accrue only to the benefit of the school food authority's nonprofit school food service and are fully utilized therein. All refunds and rebates received from processors must be retained by the SFA [7 CFR § 210.16(a)(6)] *CSDE Control No. B, 4a and b*;
- F. Maintain all applicable health certification and assure that all State and local regulations are being met by the food service management company preparing or serving meals at a school food authority facility [7 CFR § 210.16(a)(7)] *CSDE Control No. B, 6*;
- G. Establish and maintain an advisory board composed of parents, teachers, and students to assist in menu planning [7 CFR § 210.16(a)(8)] *CSDE Control No. B, 8*;
- H. Make reasonable regulations with regard to all matters under its supervision and control, and the FSMC shall comply with them as soon as reasonably possible after proper notification is given;
- I. Retain control of the nonprofit school food service account and overall financial responsibility for the nonprofit food service operation and retain control for establishment of all prices, including price adjustments, for meals served under the nonprofit school food service account, e.g., pricing for reimbursable meals, a la carte service including vending machines, and adult meals; [7 CFR 210.16(a)(4)] *CSDE Control No. B, 3 a and b*;
- J. Retain signature authority and be responsible for all contractual agreements entered into in connection with the school nutrition program. [7 CFR § 210.21];
- K. Ensure resolution of program review and audit findings. [7 CFR § 210.9(b)(17)].
- L. In the RFP provide a 21-day cycle menu. If you cannot provide a menu you may require the bidders to provide a 21-day cycle menu as evidence of their ability to provide the service. [7 CFR § 210.16 (b)(1)] *CSDE Control No. B, 9*;
- M. Provide detailed specifications for each food component or menu item specified in 7 CFR Part 210, and include these specifications in the IFB or RFP. [7 CFR § 210.16(c)(3)] *CSDE Control No. B, 5a*.
- N. Maintain applicable health certification and be assured that the FSMC is meeting all state and local regulations in preparing or serving meals at the facilities. [7 CFR § 210.16(a)(7)] *CSDE Control No. B, 6*.
- O. Develop, distribute, and collect the parent letter and application for free and reduced price meals. [7 CFR § 245.6] *CSDE Control No. J, 6*.

- P. Determine eligibility and verify applications for free and reduced price meals benefits and will conduct any hearings related to such determinations. [7 CFR § 245.6, 6a, 7, 10] *CSDE Control No. J, 6.*
- Q. Assure that the maximum amount of USDA donated foods are received and utilized by the FSMC. [7 CFR § 210.9(b)(15)].
- R. Maintain responsibility for procuring processing agreements, private storage facilities, or any other aspect of financial management relating to commodities. [7 CFR § 250.15] *CSDE Control No. J, 8.*

ARTICLE III  
FOOD SERVICE PROGRAM

- 3.1 Location. The FSMC shall prepare and serve meals for the schools listed in Appendix A. The SFA and the FSMC may agree to add other locations.
- 3.2 Calendar. All meals will be provided in accordance with the approved calendar, attached as Appendix B. For the first twenty-one (21) days of food service, the FSMC will adhere to the 21-day cycle menu agreed upon by FSMC and the SFA. Changes thereafter may only be made with approval of the SFA. [7 CFR § 210.16 (b)(1)] *CSDE Control No. C, 2.*
- 3.3 Meal Program. The FSMC shall provide nutritious, high-quality breakfasts, lunches, snacks, milk service, a la carte food, and vending items in accordance with the following terms:
  - A. In order to offer a la carte food service, the FSMC must also offer free, reduced price and paid reimbursable meals to all eligible children. [7 CFR § 210.16(a)] *CSDE Control No. C, 3.*
  - B. All reimbursable lunches, breakfasts and snacks shall meet the qualifications for USDA reimbursement as described in 7 CFR § 210.10, 220.8, 225.16, and 226.20, et seq.
  - C. All reimbursable milks shall meet the qualifications for USDA reimbursement under the Special Milk Program as described in 7 CFR § 215.
  - D. The SFA shall administer the application process for all free and reduced price meals, and shall establish and notify parents and guardians of program criteria for eligible students. Both the SFA and the FSMC shall be responsible for protecting the anonymity of students receiving free or reduced price meals. [7 CFR § 210.16 (a)(5)] *CSDE Control No. J, 6.*
  - E. The FSMC shall collect gross sale receipts, on behalf of the SFA, for meals, a la carte items, and vending items. Gross cash receipts shall be turned over to the SFA or deposited in the SFA's account on a daily basis.

- F. The SFA and FSMC shall purchase, to the maximum extent practicable, domestic commodities or products for use in meals served in the NSLP in compliance with the Buy American Provision under 7 CFR 210.21(d)(2) and 7 CFR Part 250. *CSDE Control No. K, 8.*
- 3.4 Nutrition Awareness Programs. In cooperation with the SFA, the FSMC shall conduct ongoing nutrition awareness programs for students, teachers, parents, and other interested parties.
- 3.5 Special Diets. The FSMC shall, in accordance with SFA policy, supply special diets for students where medically necessary and when prescribed by a licensed physician.
- 3.6 Advisory Board. The FSMC shall cooperate with the SFA's Advisory Board, consisting of students, parents, SFA staff, and a FSMC representative in developing menus and other food service programs.
- 3.7 Catering. Upon request by the SFA, the FSMC shall provide catered food service at times and prices mutually agreed upon [delete if not applicable]. The SFA may, if a price cannot be agreed upon or the FSMC cannot provide the service, obtain outside catering services. The FSMC shall submit catering invoices by the end of the current month. Costs of catered functions shall not be supported by the nonprofit foodservice account funds. The FSMC shall provide the SFA with copies of invoices and an invoice control log within ten (10) days after the end of each month.
- 3.8 Environmental Protection Agency Compliance. In performance of this agreement, the FSMC shall comply with Section 306 of the Clean Air Act, Section 508 of the Clean Water Act, Executive Order 11738, and EPA Regulations 40 CFR Part 15, et seq. Environmental violations shall be reported to the United States Department of Agriculture and US EPA Assistant Administrator for Enforcement, and the FSMC agrees not to utilize a facility listed on the EPA's "List of Violating Facilities." **[Part 3016.36(i)]**. *CSDE Control No. H.*
- 3.9 Energy Policy and Conservation Act Compliance. The SFA and the FSMC shall recognize mandatory standards and policies relating to energy efficiency which are contained in the state conservation plan issued in compliance with the Energy Policy and Conservation Act. **[Part 3016.36(i)]**. *CSDE Control No. D, 2.*
- 3.10 Contract Work Hours and Safety Standards Act Compliance. In performance of this agreement, and as employer for all management food service employees, the FSMC shall comply with Sections 103 and 107 of the Contract Work Hours and Safety Standards Act. **[Part 3016.36(i)]**. *CSDE Control No. E.*
- 3.11 Debarment Certification. The FSMC shall complete and submit to the SFA the United States Department of Agriculture (USDA) Certification Regarding Debarment. The certification must accompany the four (4) additional one-year renewals. **[7 CFR § 3017.300]**. *CSDE Control No. G.*

- 3.12 Lobbying. Pursuant to section 1352, Title 31, US Code, the FSMC shall complete and submit a Certificate Regarding Lobbying and a Disclosure of Lobbying Activities to the SFA. These certifications must accompany the four (4) additional one-year renewals. [**7 CFR § 3018**]. *CSDE Control No. H.*
- 3.13 Donated Foods (Additional language required as a result of the Final Rule effective November 6, 2008, 7 CFR 250 Management of Donated Foods in Child Nutrition Programs, The Nutrition Services Incentive Program, and Charitable Institutions.).
- A. The FSMC will provide the following services in relation to commodity foods:
    - 1. Preparing and serving meals
    - 2. Ordering or selection of donated foods, in coordination with the SFA in accordance with 7 CFR 250.52
    - 3. Storage and inventory management of donated foods in accordance with 7 CFR 250.52
    - 4. Payment of processing fees and or submittal of refund requests to a processor on behalf of the SFA, or remittance of refunds for the value of donated foods in processed end products to the SFA, in accordance with subpart C of 7 CFR 250
  - B. The FSMC must credit the SFA for the value of all donated foods received for use in the SFA's meals service in a school year (including both entitlement and bonus foods), including the value of donated foods contained in processed end products if the FSMC procures processed end products on behalf of the SFA, or acts as an intermediary in passing the donated food value in processed end products on to the SFA.
  - C. The FSMC shall credit for donated foods by disclosure, i.e., the FSMC shall credit the SFA for the value of donated foods by disclosing, in its billing for food costs submitted to the SFA, the savings resulting from the receipt of donated foods for the billing period. Crediting by disclosure does not affect the requirement that the FSMC shall only bill the SFA for net allowable costs. The FSMC shall use the USDA's [November 15<sup>th</sup>] list of commodity food values to report the value of donated foods in its disclosure of the value of donated foods to the SFA on its invoices.
  - D. All donated foods (this includes but is not limited to ground beef, ground pork, and all processed end products) shall be used in SFA's food service operations.
  - E. The FSMC must meet the general requirements in 7 CFR 250.14(b) for the storage and inventory management of donated foods. Additionally, the FSMC must ensure that its system of inventory management does not result in the SFA being charged for donated foods.

- F. Upon the termination of this Agreement, the FSMC must return all unused donated foods, including but not limited to ground beef, ground pork, and processed end products to the SFA.
- G. The SFA must ensure that the FSMC has credited it for the value of all donated foods received for use in the SFA's meal service in the school year. The FSMC agrees to cooperate and provide information reasonably requested by the SFA.
- H. The FSMC must ensure compliance with the requirements of subpart C of 7 CFR part 250 and with the provisions of the distributing and/or the SFA's processing agreements in the procurement of processed end products on behalf of the SFA, and will ensure crediting of the SFA for the value of donated foods contained in such end products at the processing agreement value.
- I. The FSMC shall not enter into the processing agreement with the processor required in subpart C of 7 CFR 250.
- J. The distributing agency, subdistributing agency, or SFA, the Comptroller General, the Department of Agriculture, or their duly authorized representatives, may perform onsite reviews of the FSMC's food service operation, including the review of records, to ensure compliance with requirements for the management and use of donated foods.
- K. The FSMC shall maintain records to document its compliance with 7 CFR 250.54(b).
- L. Any extension or renewal of the Agreement is contingent upon fulfillment of all provisions in this Agreement relating to donated foods.
- M. The FSMC must maintain the following records relating to the use of donated foods:
  - 1. The donated foods and processed end products received from, or on behalf of, the SFA, for use in the SFA's food service operations;
  - 2. Documentation that it has credited the SFA for the value of all donated foods received for use in the SFA's food service operations in the school year, including, in accordance with the requirements in 7 CFR 250.51(a), the value of donated foods contained in processed end products; and
  - 3. Documentation of its procurement of processed end products on behalf of the SFA, as applicable.
- N. The SFA shall ensure that the FSMC is in compliance with the requirements of this section through its monitoring of the food service operation, as required in 7 CFR parts 210, 225, or 226, as applicable.

- O. The SFA shall conduct a reconciliation at least annually (and upon termination of the Agreement) to ensure that the FSMC has credited it for the value of all donated foods received for use in the SFA's food service in the school year, including, in accordance with the requirements in 7 CFR 250.51(a), the value of donated foods contained in processed end products.

#### ARTICLE IV MANAGEMENT AND PERSONNEL

- 4.1 FSMC Management and Professional Employees. The FSMC shall provide sufficient and qualified management and professional employees to manage the food service operations and supervise all employees employed therein.
- 4.2 Non-Management Employees. All non-management food service employees shall be employees of the FSMC. The FSMC managers shall direct and supervise food service employees.
- 4.3 Student Workers. The SFA has a policy of providing work experience for its students as part of the educational curriculum. In furtherance of that policy, the SFA may assign students for work in the food service operation in such numbers as are agreed upon between the SFA and the FSMC.
- 4.4 Payroll and Taxes. The FSMC shall prepare and process the payroll for and shall pay its employees directly. The FSMC further warrants that it shall withhold or pay as appropriate all applicable federal and state employment taxes and payroll insurance with respect to its employees, specifically including, but not limited to, any income, social security, and unemployment taxes and workers' compensation payments.
- 4.5 Workers' Compensation Insurance. The FSMC shall procure Workers' Compensation Insurance or shall maintain a system of self-insurance in conformance with applicable state law covering its employees and shall provide proof of such coverage or system to the SFA.
- 4.6 Nondiscrimination. The SFA and the FSMC shall comply with Executive Order 11246, entitled "Equal Employment Opportunity" as amended by Executive Order 11375, and as supplemented in Department of Labor regulations (41 CFR Part 60). **[Part 3016.36(i)]** *CSDE Control No. F, 2.*
- 4.7 Fingerprinting Requirements. The FSMC shall be responsible for obtaining any necessary fingerprint clearances for its employees as required by law. The FSMC shall provide all necessary forms and/or documentation for such employees to the SFA.
- 4.8 Non-solicitation. FSMC's employees performing Services or administrative work at the Premises shall be subject to the rules and regulations established by the SFA as reasonable and necessary for its operations. Neither Party shall during the Term of this Agreement or



for one year thereafter solicit to hire, hire or contract with the either Party's employees who managed any Services or any other highly compensated employee, or any persons who were so employed, whether at the premises or another facility operated by the other ("Supervisory Employee") during the year prior to the expiration or termination of this Agreement, nor will the SFA permit supervisory employees of the FSMC's to be employed on the SFA's Premises, for a period of one year subsequent to the termination or expiration of this Agreement (unless such employees were formerly employees of the SFA's) whether as an individual or as owner, partner, majority stockholder, director, officer or employee of a food service provider ("One-year Non-solicitation"). In the event of any breach of such One-year Non-solicitation, the breaching Party shall pay and the injured Party shall accept an amount equal to twice the annual salary of the relevant Employee as liquidated damages.

ARTICLE V  
INVENTORIES, FACILITIES, EQUIPMENT, AND MAINTENANCE

- 5.1 Inventories of Food and Supplies. The SFA and FSMC shall conduct a joint inventory of existing food and operational supplies at both the beginning and the end of this Agreement. If the ending inventory is less than the value of the beginning inventory the FSMC will credit the SFA for the difference. The cost of food and operational supplies ordered by FSMC on behalf of the SFA in performance of this agreement shall be paid for by the FSMC and the FSMC shall then be reimbursed for those costs incurred. The inventory of food and operational supplies shall remain the SFA's property.
- 5.2 The SFA and the FSMC shall inventory the equipment and commodities owned by the SFA at the beginning of the Agreement year, including, but not limited to, consumable and non-consumable flatware, trays, china, glassware and food. The FSMC shall be responsible for reimbursing the SFA for all shortages noted on the year-end inventory.
- 5.3 Office Facilities. The SFA shall provide, without cost to the FSMC, suitable office facilities, including furniture and equipment, for use by the FSMC in performance of this agreement. The FSMC shall take reasonable care of the office facilities and equipment, and shall return them to the SFA in good condition upon termination of this agreement, ordinary wear and tear excepted.
- 5.4 Sanitation. The FSMC shall be responsible for usual and customary cleaning and sanitation of the SFA's food service facilities.
  - A. The FSMC shall be responsible for housekeeping and sanitation in areas used for food preparation, storage, and service, and shall clean and sanitize dishes, pots, pans, utensils, equipment, and similar items. The SFA shall designate a refuse collection area and the FSMC shall be responsible for transporting refuse to the designated refuse collection area.
  - B. The SFA shall be responsible for the required cleaning and maintenance of dining areas, as well as periodic cleaning of all ceilings, ceiling fixtures, air ducts, and hood vent systems (as per local ordinance). The SFA shall also provide and maintain

adequate fire extinguishing equipment for food service areas, provide necessary pest control, and shall be responsible for the removal of refuse from the designated refuse collection area.

C. If the SFA is unable to perform any of its responsibilities described in subparagraph B above, the FSMC may, with the written approval of the SFA, temporarily assume those responsibilities and shall bill the SFA for any costs incurred.

- 5.5 Maintenance. The SFA shall provide, at the SFA's expense, maintenance personnel and outside maintenance services, parts, and supplies required to properly maintain the food service facilities and equipment.
- 5.6 Condition of Facilities and Equipment. The SFA shall obtain necessary health permits and certification for its facilities. The premises and equipment provided by each party in performance of this agreement shall comply with all applicable building, safety, sanitation, and health laws; and shall satisfy all permit requirements, ordinances, rules, and regulations, including the federal Occupational Health and Safety Act of 1970 or applicable state act and standards promulgated thereunder. FSMC shall take reasonable and proper care of all premises and equipment in its custody and control and shall use them in a manner that will not cause violation of applicable laws, ordinances, rules, and regulations, including any reporting and record-keeping requirements. If at any time the FSMC is notified by an authorized government agency that the SFA's premises or equipment are not in compliance with any law, ordinance, rule, or regulation, the FSMC shall immediately inform the SFA of such notification.
- 5.7 Transportation Equipment and Vehicle. The FSMC shall provide transportation vehicles and equipment to be used in the food service program. Maintenance, fuel, insurance, and equipment for transportation shall be the responsibility of the FSMC.
- 5.8 Nonconforming Facilities and Equipment. Each party shall, at no cost to the other, make all repairs, alterations, modifications, or replacements which may be necessary to correct any conditions of premises or owned equipment which violate applicable building, sanitation, health, or safety law, ordinance, rule or regulation.

ARTICLE VI  
FINANCIAL AND PAYMENT TERMS

- 6.1 Billing for Reimbursements, Administrative Fee, and Management Fee. The contractor must exclude all unallowable costs from its billing documents and certify that only allowable costs are submitted for payment and records have been established that maintain the visibility of unallowable costs, including directly associated costs in a manner suitable for contract cost determination and verification. The FSMC shall submit supporting documents and invoice to the SFA monthly for the following direct, actual costs, administrative fee and management fee:
- A. The actual and direct costs for the wages, taxes, and benefits of the food service director and other management employees on the FSMC's payroll.
  - B. Direct operating costs paid by the FSMC arising from performance of this agreement. Direct operating costs are defined as:
    - Food and supply purchases by the FSMC necessary to perform this agreement
    - Food service program travel and mileage costs incurred
    - Advertising and promotions within the SFA
    - The FSMC's insurance necessary for performance of this agreement
    - Service business and occupation tax
    - Employee training and development costs
    - Laundry, linen, and uniforms
    - Licenses and permits for performance of this agreement
    - Commodity delivery charges and storage rental
    - Salaries and wages of all of FSMC employees including payroll taxes and benefits
    - Other costs, charges and expenses necessary to perform the duties and obligations under this Agreement including, but not limited to amortization expense, postage, paper goods and taxes.
  - C. The FSMC's management fee of Two Thousand Seven Hundred Forty-Five Dollars and Ninety Cents (\$2,745.90) per month for ten (10) months. The management fee shall be automatically adjusted annually at a rate equal to the then-current rate for the relevant Consumer Price Index or Employment Cost Index, whichever is greater.
  - D. The FSMC's administrative fee of Seventeen Thousand Nine Hundred Twenty Four Dollars (\$17,924) per month for ten (10) months. The administrative fee shall be automatically adjusted annually at a rate equal to the then-current rate for the relevant Consumer Price Index or Employment Cost Index, whichever is greater. The following functions are the FSMC's responsibility, and will be included in such fees:
    - Corporate supervision
    - Financial reporting and analysis
    - Field auditing
    - Marketing Assistance
    - Purchasing administration

- Tax
- Legal
- Research

E. Expenses paid by the FSMC and not charged to the SFA or the food service operation and are unallowable include:

- Reports filed to the State
- Corporate income tax

- 6.2 Invoice Due Date. Invoices submitted to the SFA by the FSMC will be paid within thirty (30) days from the invoice date. If invoices are received in the SFA's Accounting Department by the cut-off date, and they pass audit, payment will be made on the release date listed on the schedule. The FSMC will be notified immediately of any invoice that does not pass audit. The SFA shall pay all amounts when due, but if the SFA does not make a payment when due, no interest shall be charged by the FSMC on that past due receivable, pursuant to 7 CFR § 210.16(c).
- 6.3 Estimated Return. The SFA and the FSMC shall work together to ensure a financially sound and well-run operation. Assuming the departure of Newtown High School from the NSLP, The FSMC shall guarantee that the food service program will generate a return of at least Thirty Five Thousand Two Hundred Thirty Eight Dollars (\$35,238) If the annual operating statement shows a return less than \$35,238, FSMC will reduce its Management and Administrative Fees by the difference between the actual and the guaranteed amount, but in no event shall the reimbursement obligation exceed the combined amount of FSMC's Management and Administrative Fees, as set forth above. The Guaranteed Return is based on the following conditions and assumptions remaining in effect for the school year.

## CONDITIONS

- (a) Reimbursement rates for NSLP and SBP meals will not be less than the rates estimated in Chartwells' proposal and reimbursement revenue will not be less than that estimated in Chartwells' proposal.
- (b) The value of government-donated commodities and/or cash in lieu thereof will not be less than the value of government-donated commodities and/or cash in lieu thereof estimated in Chartwells' proposal.
- (c) The number of days meals are served during the school year will not be less than 158 days at the High School, 179 days at the Middle School, and 183 days at the intermediate and elementary schools.
- (d) The number of serving periods, locations, serving times and types of Service will not change materially.
- (e) The student enrollment for the 2014-15 school year is anticipated to be 4,650 students. Chartwells acknowledges that this enrollment number may decrease by up to two percent (2%), and such decrease shall not result in a budget exception.
- (f) The level of wages, salaries and fringe benefits will not exceed those included in Chartwells' proposal.

- (g) Certain variable SFA expenses must be identified and capped so as not to exceed current rates.
- (h) The actual costs charged to the Food Service budget by the SFA shall not exceed the projected operating expenses as set forth in Chartwells' proposal.
- (i) The selling prices of Menu Pattern Meals and a la carte selections will not be less than those included in the proposal.
- (j) Service will not be interrupted as a result of fire, work stoppage, strike or school closing.
- (k) The SFA and its representatives including but not limited to, school principals, teachers and SFA employees shall fully cooperate with Chartwells in the implementation of the Food Service Program. The SFA shall fully cooperate with Chartwells to limit the expansion of competitive food sales in order to maximize the gross receipts and other non-cash sales of the Food Service Program.
- (l) The SFA shall have submitted all applications for reimbursement for free and reduced price meals, except where such failure is due to an act or omission of Chartwells.
- (m) There are no bad debts including losses from uncollectible accounts

In the event the foregoing conditions are not met during the school year, the return obligation shall be reduced by an amount equivalent to any increased cost or loss of revenue attributable to the change in such conditions.

- 6.4 Operating Statements. The FSMC shall submit monthly operating statements to the SFA by the fifteenth (15th) of the next month. This statement shall reflect all activity for the previous calendar month.
- 6.5 Renegotiation of Financial Terms. The renegotiation of price terms under this agreement is permitted only upon the occurrence of unpredictable, unexpected conditions beyond the control of the parties. If those conditions create a significant and material change in the financial assumptions upon which the price terms of this agreement are based, then those price terms so affected may be renegotiated by the parties. Renegotiation of price terms under such conditions must be mutual, and any changes in price terms must be agreed upon by both parties. Any adjustments so negotiated and agreed upon must accurately reflect the change in conditions. The occurrence of contingencies that are foreseeable and predictable, but not certain, should be calculated into the defined price terms to the extent possible, with the goal of minimizing the need for renegotiation of price terms during the term of the agreement.
- 6.6 FSMC Investment. FSMC will fund certain improvements to SFA Premises to facilitate the performance of Services (the **Investment**). The scope and specifications for such Investment shall be mutually agreed in writing by the parties prior to the disbursement of any Investment funds. SFA shall hold title to real estate fixtures, equipment, and other items funded by the Investment. The Investment shall not exceed, in aggregate, Ninety Thousand Dollars (\$90,000). Sixty Thousand Dollars (\$60,000) of the Investment shall be amortized over a period of five (5) years from the Effective Date on a straight line basis and billed to SFA as an operating expense. Thirty Thousand Dollars (\$30,000) of the Investment shall be amortized over a period of 5 years below the line at FSMC's expense.

If the Agreement is terminated prior to full amortization of the Investment, regardless whether a permitted termination by either party, then SFA shall be liable to FSMC for repayment of the remaining, unamortized balance of the full Investment (both above and below the line). SFA shall choose one of the following repayment options: i) pay to FSMC within thirty (30) days of the termination notice date the unamortized portion of the Investment; ii) continue to make payments to FSMC in accordance with the amortization schedule until the Investment amount is repaid in full; iii) require the successor foodservice management company to repay FSMC the full, unamortized amount; or iv) return the Investment to the FSMC in full release of the unamortized portion of the Investment. In this instance SFA shall cover all costs and expenses related to such return, including but not limited to removal and repair. *CSDE Control. No. J, 4.*

6.7 Availability of Funds. Every payment obligation of the SFA under this Contract is conditioned upon the availability of funds appropriated or allocated for the payment of such obligation. If funds are not allocated and available for the continuance of this Contract, this Contract may be terminated by the SFA at the end of the period for which funds are available. No liability shall accrue to the SFA in the event this provision is exercised, and the SFA shall not be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.

6.8 Allowable costs. Allowable costs will be paid from the nonprofit school food service account to the FSMC net of all discounts, rebates and other applicable credits accruing to or received by the FSMC or any assignee under the contract to the extent those credits are allocable to the allowable portion of the costs billed to the school food authority;

The FSMC's determination of its allowable costs must be made in compliance with the applicable USDA and program regulations (7 CFR parts 210, 215, 220, 3016 and 3019, as applicable) and Office of Management and Budget Cost Circulars (A-87 cost Principles for State, Local Governments and Indian Tribal Governments, or A-122 Cost Principles for Non-profit Organizations, as applicable);

6.9 Discounts, Rebates and Other Applicable Credits. The FSMC must identify the amount of each discount, rebate and other applicable credit on bills and invoices presented to the SFA for payment and individually identify the amount as a discount, rebate, or in the case of other applicable credits, the nature of the credit. This information must be supplied on an annual basis.

The FSMC will report discounts, rebates and other credits allocable to the contract that are not reported prior to conclusion of the contract through the issuance of a statement and any applicable credit due to the SFA.

The FSMC must maintain documentation of costs and discounts, rebates and other applicable credits, and must furnish such documentation upon request to the SFA, the State agency, or the United States Department of Agriculture. The FSMC shall return the value of all discounts, rebates and other applicable credits allocable to the contract to the SFA.

6.10 Humanitarian Meals. In the event that a student is unwilling or unable to pay for a meal presented to the cashier, then the Local Education Agency shall address such situation in one or a combination of the following ways:

- Allow the student to retain the meal, and reimburse FSMC for the full price of such meal.
- Remove the meal from the student. The LEA understands and acknowledges that FSMC may no longer serve and must discard such removed meal, and the full price of such meal shall be paid to FSMC by the LEA.
- Remove the meal from the student, and provide such student with an alternate meal (cold sandwiches or other comparable substitutes) at no cost. In such instance the LEA shall pay to FSMC the full price the discarded meal as well as the cost of the alternate meal. Should the student inform staff of an inability to pay prior to presenting a standard meal for purchase, staff may provide an alternate meal to the student and the LEA shall pay only the cost of such alternate meal.

6.11 Scholarship. FSMC shall sponsor an annual Two Thousand Dollars (\$2,000) in scholarships at the end of the school year to the SFA's graduating senior class. The amount of each scholarship and the award criteria will be determined by the SFA or its designee. This expense will be borne solely by FSMC, and is contingent upon FSMC having earned all of its earned fees without reimbursement to the SFA under Section 6.3 of this Agreement. The Scholarship shall be awarded only during academic year's in which the Agreement remains in effect.

6.12 Nutrition and Environmental Grant. FSMC shall sponsor a One Thousand Five Hundred Dollar (\$1,500) Nutrition and Environmental Grant to the SFA. The SFA, or its designee, in partnership with the FSMC, shall determine how to best utilize this money. The Grant shall be awarded only during academic year's in which the Agreement remains in effect.

## ARTICLE VII GENERAL TERMS AND CONDITIONS

7.1 Compliance With Law. The FSMC shall comply with all laws, ordinances, rules, and regulations of all applicable federal, state, county, and city governments, bureaus, and agencies, regarding purchasing, sanitation, health, and safety of the food service operations and shall procure and maintain all necessary licenses and permits. The SFA shall cooperate, as necessary, for the FSMC's compliance and procurement efforts. **The FSMC shall conduct program operations in accordance with 7 CFR Parts 210 (National School Lunch Program), 215(Special Milk Program), 220 (School Breakfast Program), 225 (Summer Food Service Program), 226 (Child and Adult Care Food Program), 245 and 250, The Healthy Hunger Free Kids Act of 2010, and FCS instructions and policy.**

7.2 National School Lunch Program. In order to assist the SFA's participation in the National School Lunch Program:

- A. Any federally donated commodities received by the SFA and made available to the FSMC shall be used only for the benefit of the SFA's food service operation. Any commodity processing contracts shall be established by the SFA. All goods, services, and monies received as a result of rebate under a processing contract must be used in the SFA's nonprofit food service. 7 CFR § 210.16 (a)(6). The FSMC shall maintain a perpetual inventory record of donated commodities.
- B. No payment shall be made for meals or snacks that are spoiled or unwholesome at the time of service, or do not meet specifications developed by the SFA, or do not otherwise meet the requirements of this agreement. [7 CFR § 210.16 (c)(3).] *CSDE Control No. B, 5c.* No deduction in payment shall be made by the SFA unless the SFA notifies the FSMC in writing within 48 hours of the meal service for which the deduction is to be made, specifying the number of meals for which a deduction is to be made and describing the reasons for the deduction.
- C. The FSMC shall report the claim information to the SFA promptly at the end of each month or more frequently as specified by the SFA. [7 CFR 210.16(c)(1)]. *CSDE Control No.C, 6.*

7.3 Comprehensive Insurance. The FSMC shall obtain and keep in force during this agreement, the following levels of insurance, which may be met through a combination of primary and excess coverages. The Town of Newtown and Newtown Board of Education shall be named as additional Insured with respect to all coverages carried by the FSMC.

Comprehensive General Liability (\$1,000,000 Combined Single Limit) – includes coverage for:

- a. Premises-Operations
- b. Products/Completed Operations
- c. Contractual Insurance
- d. Broad Form Property Damage
- e. Independent Contractors
- f. Personal Injury
- g. Employee Dishonesty

Commercial General Liability (CGL) Coverage - Limits:

- \$2,000,000 General Aggregate
- \$2,000,000 Products and Completed Operations Aggregate
- \$1,000,000 Personal and Advertising Injury
- \$1,000,000 Each Occurrence Limit (Bodily Injury and Property Damage)
- \$10,000 Medical Expense

The CGL coverage carried by the FSMC shall be primary and non-contributory with respect to the Additional Insured.



Commercial/Business Auto Coverage Limits:

\$1,000,000 Liability Limit for all vehicles owned by FSMC

\$1,000,000 Liability Limit for any hired or non-owned vehicles used by FSMC

Worker's Compensation/Employer's Liability Limits: Statutory limits required per Connecticut State Law.

Employers Liability:

\$500,000 Each Accident

\$500,000 Aggregate for Injury by Disease

\$500,000 Injury by Disease per Employee

To the best of FSMC's' knowledge, FSMC has never been subject to a claim or investigation relating to child sexual abuse or molestation. FSMC shall, to the fullest extent permitted by law, indemnify, defend and hold Client harmless from any and all losses, damages or expenses, including reasonable attorneys' fees and costs and expenses of investigation, settlement and defense, arising out of or resulting from claims or actions for bodily injury, death, sickness, or other injury or damage arising out of or resulting from any claim of sexual abuse or molestation committed by FSMC's' employees.

- 7.4 Indemnity. Unless otherwise expressly provided, the SFA and the FSMC shall remain responsible for all claims, liability, loss, and expense, including reasonable costs, collection expenses, and attorney's fees incurred, which arise by reasons of negligent or wrongful act or omission of the party, its agents, or its employees in the performance of its obligations under this agreement.
- 7.5 Trade Secrets. The FSMC and SFA shall designate any information they consider confidential or proprietary, including recipes, surveys and studies, management guidelines, operating manuals, and similar documents which it regularly uses in the operation of their business or which they develop independently during the course of this agreement. Information so designated and identified shall be treated as confidential by the FSMC and SFA, and the FSMC and SFA shall exercise the same level of care in maintaining the confidences of the other party as they would employ in maintaining their own confidences. All such materials shall remain the exclusive property of the party that developed them and shall be returned to that party immediately upon termination of this agreement. Notwithstanding, the Federal awarding agency reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use, for Federal Government purposes: (a) The copy right in any work developed under a grant, subgrant, or contract under a grant or subgrant; and (b) Any rights of copyright to which a grantee, subgrantee or a contractor purchases ownership with grant support. [7 CFR § 3016.34].
- 7.6 Assignment. This agreement may not be assigned by either party, in whole or in part, to an unaffiliated entity without the written consent of the other party.

7.7 In connection with the services being provided hereunder, FSMC may need to operate certain information technology systems not owned by the SFA (FSMC Systems), which may need to interface with or connect to SFA networks, internet access, or information technology systems (**SFA Systems**). FSMC shall be responsible for all FSMC Systems, and SFA shall be solely responsible for SFA Systems, including taking the necessary security and privacy protections as are reasonable under the circumstances. If FSMC serves as the merchant-of-record for any credit or debit card transactions in connection with any of the services provided hereunder, then FSMC will be responsible for complying with all applicable laws, regulations and payment card industry data security standards related to the protection of cardholder data (**Data Protection Rules**). If FSMC Systems interface with or connect to SFA Systems, then SFA agrees to implement forthwith upon request from FSMC the changes to the SFA Systems that FSMC reasonably requests and believes are necessary or prudent to ensure FSMC' compliance with the Data Protection Rules. Each party shall indemnify, defend and hold harmless the other party from all claims, liabilities, damages and costs (including reasonable attorneys' fees) to the extent caused by the indemnifying party's failure to comply with its obligations in this Section.

7.8 Notices. Any notice or communication required or permitted under this agreement shall be in writing and shall be delivered personally or sent by United States registered or certified mail, postage prepaid and return receipt requested, addressed to the other party as follows:

Notices to the SFA:

Business Administrator  
Newtown Public Schools  
3 Primrose Street  
Newtown, CT 06470

Notices to the FSMC:

Chartwells Dining Services  
Attn: Division President  
3 International Drive  
Rye Brook, NY 10573

With a copy to:

Compass Group, USA Inc.  
Attn: General Counsel  
2400 Yorkmont Rd.  
Charlotte, NC 28217

Other persons or places may also be designated, in writing, by either of the parties, during the term of this agreement. Notices shall be effective when received. Sent notices will be considered received forty-eight (48) hours after they are deposited in the US mail.

7.9 Catastrophe. With the exception of payment obligations for prior performance under this agreement, neither party shall be liable for the failure to perform their respective obligations under this agreement when such failure is caused by fire, explosion, water, act of God, civil disorder, strikes, vandalism, war, riot, sabotage, weather and energy related closings, governmental rules or regulations, or other like causes beyond the reasonable control of such party, nor for any real or personal property destroyed or damaged due to

such causes. The FSMC shall resume food service operations as soon as possible. **[Part 3016.36(i)].** *CSDE Control No. F, 1.*

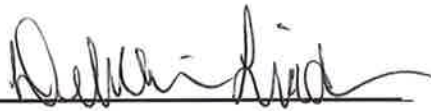
- 7.10 Termination for Cause. Either party may cancel the contract for cause by giving sixty (60) days notice in writing to the other party of its intention to do so. **[7 CFR § 210.16 (d)].** *CSDE Control No. D, 3.*
- 7.11 Cure Period. If a cure or remedy is found for the termination request by mutual agreement of the contracting parties, the termination or non-renewal letter must be withdrawn in writing by the terminating party within the sixty (60) day period as described in paragraph 7.10 above. This letter should be counter-signed by the receiving party and the letter should become an amendment to this agreement. **[Part 3016.36(i)].** *CSDE Control No. F, 1.*
- 7.12 Termination Without Cause. Either party may terminate the Agreement without cause. The party terminating the Agreement without cause shall give no less than sixty (60) days written notice to the other party of its intention to terminate the Agreement without cause.
- 7.13 Rights Beyond Termination. The right of termination referred to in this agreement is not intended to be exclusive, and is in addition to any other rights available to either party at law or in equity. If the FSMC breaches a material provision of the contract and fails to cure such breach within sixty (60) days after receiving written notice of such breach the SFA may elect to pursue any available legal, contractual or administrative remedy or the following sanctions: (i) for a first violation, a written reprimand; (ii) for a second violation, a \$50.00 penalty; (iii) for a third violation, a \$100.00 penalty. For the purposes of the foregoing, a single violation means an event of the same or similar kind, without regard for the duration or number of personnel, equipment, students or meals involved. **[Part 3016.36(i)].** *CSDE Control No. D, 4.*
- 7.14 Construction and Effect. A waiver of any failure under this agreement shall neither be construed as, nor constitute a waiver of, any subsequent failure. This agreement supersedes all prior negotiations, representations, or agreements. The Article and Paragraph headings are used solely for convenience and shall not be deemed to limit the subject of the Articles and Paragraphs or be considered in their interpretation. The appendixes referred to herein are made part of this agreement by the respective references to them. This agreement may be executed in several counterparts, each of which shall be deemed an original.
- 7.15 Amendments to the Agreement. The parties cannot alter any provision in this agreement that is required by any law, rule or regulation. The parties cannot otherwise amend or alter this agreement, except as to minor, non-substantive provisions or issues that do not materially affect the scope of work or the cost of the agreement. The parties must mutually agree, in a written document signed by both parties and attached to this agreement, to amend, add, or delete an Article or Appendix. Any amendment to this agreement shall become effective at the time specified in the amendment.
- 7.16 Notification of Termination:

The Connecticut State Department of Education shall be notified immediately of termination action and reason for termination.

The parties agree that the terms of this Contract shall be in accordance with the Request for Proposal (RFP) published by the Newtown Public Schools and any amendments to the RFP, and the proposal submitted by the FSMC which are kept on file at the Newtown Public Schools Business Office and through this reference, are incorporated into this contract. In the event that contradictory statements are contained in the RFP, the FSMC proposal, and this contract, the following order of precedence shall apply: contract, RFP, FSMC proposal.


**IN WITNESS WHEREOF**, the Parties hereto have caused this Agreement to be signed by their duly authorized officers.

Newtown Public Schools

By:   
Debbie Leidlein  
Chairman of the Board of Education

Date: \_\_\_\_\_

Compass Group USA, Inc., by and through  
Its Chartwells division

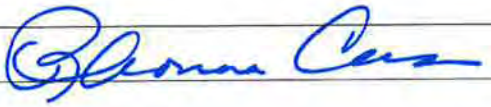
By:   
Rhonna Cass  
President - Schools

Date: 6/11/14

NOT APPLICABLE

### DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352  
(See reverse for public burden disclosure.)

<b>1. Type of Federal Action:</b> _____ a. contract b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	<b>2. Status of Federal Action:</b> _____ a. Bid/offer/application b. Initial award c. Post-award	<b>3. Report Type:</b> _____ a. Initial filing b. Material change <b>For Material Change Only:</b> Year _____ Quarter _____ Date of Last Report _____
<b>4. Name and Address of Reporting Entity:</b> ____ Prime _____ Subawardee Tier _____, if known  Congressional District, if known: _____	<b>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</b>  Congressional District, if known: _____	
<b>6. Federal Department/Agency:</b> _____	<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable: _____	
<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____	
<b>10. a. Name and Address of Lobbying Entity:</b> (if individual, last name, first name, middle)  (Attach Continuation Sheet(s))	<b>10. b. Individuals Performing Services</b> (including address if different from No. 10.a.) (last name, first name, middle)  SF-LLL-A if Necessary)	
<b>11. Amount of Payment (check all that apply):</b> \$ _____ _____ Actual _____ Planned	<b>13. Type of payment (check all that apply):</b> ___ a. retainer ___ b. one-time fee ___ c. commission ___ d. contingent fee ___ e. deferred ___ f. other; specify: _____	
<b>12. Form of Payment (check all that apply):</b> ___ a. cash ___ b. in-kind; specify: Nature _____ Actual _____		
<b>14. Brief Description of Services Performed or to be Performed and Date(s) of Service, including officer(s), employee(s), or member(s) contracted for Payment indicated in Item 11:</b>  (Attach Continuation Sheet(s) SF-LLL-A, if necessary)		
<b>Are Continuation Sheet(s) SF-LLL-A Attached:</b> Yes _____ (Number _____) No <u>X</u>		
<b>16. Information requested through this form is authorized by Title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</b>	Signature:  Print Name: _____ Rhonna Cass _____ Title: _____ President-Schools _____ Telephone: _____ 914-935-5300 _____ Date: _____ 6/11/14 _____	
<b>Federal Use Only:</b> _____ <span style="float: right;">Authorized for Local Reproduction Standard Form - LLL</span>		

SF-LLL

**DISCLOSURE OF LOBBYING ACTIVITIES  
CONTINUATION SHEET  
SF-LLL-A**

Reporting entity: \_\_\_\_\_ Page \_\_\_\_\_ of \_\_\_\_\_

## INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Use of SF-LLL-A Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, state and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1<sup>st</sup> tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee", then enter the full name, address, city, state and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) Number, invitation for Bid (IFB) Number; grant announcement number; the contract, grant or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, state and zip code of the lobbying entity engaged by the reporting entity identified in item 4 to influence the covered Federal action.  
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle initial (MI).
11. Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (item 4) to the lobbying entity (item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.
12. Check all that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.
13. Check all that apply. If other, specify nature.
14. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the date(s) of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with Federal officials. Identify the Federal official(s) or employee(s) contracted or the officer(s), employee(s), or Member(s) of Congress that were contacted.
15. Check whether or not a SF-LLL-A Continuation Sheet(s) is attached. List number of sheets if yes.
16. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget. Paperwork Reduction Project (0348-00046), Washington, D.C. 20503.

Certification regarding lobbying

Applicable to Grants, Subgrants, Cooperative Agreements, and Contract Exceeding \$100,000 in Federal Funds.

Submission of this certification is a prerequisite for making or entering into this transaction and is imposed by section 1352, Title 31, U.S. Code. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the awarding of a Federal contract, the making of a Federal grant, the making of a Federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying", in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all covered subawards exceeding \$100,000 in Federal funds at all appropriate tiers and that all subrecipients shall certify and disclose accordingly.

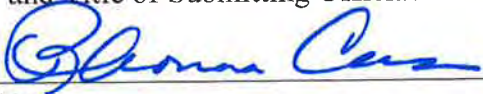
Compass Group USA, Inc., by and through its Chartwells Division

3 International Drive, Rye Brook, NY 10573

Name and Address of Organization

Rhonna Cass, President-Schools

Name and Title of Submitting Official



Signature

6/11/14

Date



# U.S. DEPARTMENT OF AGRICULTURE

## Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension. 7 CFR Part 3017, Section 3017.510, Participants' responsibilities. The regulations were published as Part IV of the January 30, 1989, Federal Register (pages 4722-4733). Copies of the regulations may be obtained by contacting by contacting the Department of Agriculture agency with which this transaction originated.

(BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS OF REVERSE)

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Compass Group USA, Inc., by and through its Chartwells Division

Organization Name

PR/Award Number or Project Name

Rhonna Cass, President-Schools

Name and Title(s) of Authorized Representative(s)



6/11/14

Signature(s)

Date

Form AD-1048 (1/92)

FSMC Guidance for SFAs – June 1995  
Appendix –E – Debarment/Suspension

## Instructions for Certification

1. By signing and submitting this form, the prospective lower tier participant is providing the certification set out on the reverse side in accordance with these instructions.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this form that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this form that it will include this clause titled “Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions,” without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and /or debarment.

**Form AD-1048 (1/92)**

FSMC Guidance for SFAs – June 1995  
Appendix E – Debarment/Suspension

S A M P L E

ENERGY POLICY AND CONSERVATION ACT  
CONTRACT ADDENDUM

Compass Group USA, Inc., by and through its Chartwells Division  
Food Service Management Company (FSMC) and the School Food Authority  
agree to comply with the Energy Policy and Conservation Act (P.L. 94-163) for the duration of the contract.

For: Rhonna Cass  
FSMC

  
Signature

President-Schools  
Title

6/11/14  
Date

For: \_\_\_\_\_  
the Board of Education

  
Debbie Leidlein

Chair, Newtown Board of Education

\_\_\_\_\_  
Date

**Certificate of Independent Price Determination**

Both the school food authority and the Food Service Management Company (offeror) shall execute this Certificate of Independent Price Determination.

Compass Group USA, Inc., by and  
through its Chartwells Division

Newtown School District

\_\_\_\_\_  
Name of Food Service Management Company

\_\_\_\_\_  
Name of School Food Authority

(A) By submission of this offer, the offeror certifies and in the case of a joint offer, each party thereto certifies as to its own organization, that in connection with this procurement:

(1) The prices in this offer have been arrived at independently, without consultation, communication or agreement, for the purpose of restricting competition, as to any matter relating to such prices with any other offeror or with any competitor;

(2) Unless otherwise required by law, the prices which have been quoted in this offer have not been knowingly disclosed by the offeror and will not knowingly be disclosed by the offeror prior to opening in the case of an advertised procurement, or prior to award in the case of a negotiated procurement, directly or indirectly to any other offeror or to any competitor; and

(3) No attempt has been made or will be made by the offeror to induce any person or firm to submit or not to submit, an offer for the purpose of restricting competition.

(B) Each person signing this offer on behalf of the Food Service Management Company certifies that:

(1) He or she is the person in the offerors organization responsible within the organization for the decision as to the prices being offered herein and has not participated, and will not participate, in any action contrary to (A)(1) through (A)(3) above; or

(2) He or she is not the person in the offeror's organization responsible within the organization for the decision as to the prices being offered herein, but that he or she has been authorized in writing to act as agent for the persons responsible for such decision in certifying that such persons have not participated and will not participate, in any action contrary to (A)(1) through (A)(3) above, and as their agent does hereby so certify; and he or she has not participated, and will not participate, in any action contrary to (A)(1) through (A)(3) above.

**To the best of my knowledge, this Food Service Management Company, its affiliates, subsidiaries, officers, directors and employees are not currently under investigation by any governmental agency and have not in the last three years been convicted or found liable for any act prohibited by State or Federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding on any public contract, except as follows:**

  
\_\_\_\_\_  
Signature of Food Service Management  
Company's Authorized Representative

Rhonna Cass, President-Schools 6/11/14  
\_\_\_\_\_  
Title Date

**In accepting this offer, the SFA certifies that no representative of the SFA has taken any action which may have jeopardized the independence of the offer referred to above.**

  
\_\_\_\_\_  
Signature of School Food Authority's  
Authorized Representative

\_\_\_\_\_  
Title Date

**Note: Accepting a bidder's offer does not constitute award of the contract.**



**APPENDIX A  
ENROLLMENT/SERVING TIMES**

Lunch, milk and snack food will be provided in accordance with the terms and conditions of the food service specification at the following locations:

<u>SCHOOL NAME</u>	<u>PROJECTED 2014-15 ENROLLMENT</u>	<u>CURRENT SERVING TIMES</u>
<u>Elementary</u>		
<b>Hawley</b> 29 Church Hill Road Newtown, CT 06470	345	11:00am – 1:50pm Lunch
<b>Sandy Hook @ Chalk Hill*</b> 375 Fan Hill Road Monroe, CT 06468	363	11:15am – 1:00pm Lunch
<b>Middle Gate</b> 7 Cold Spring Road Newtown, CT 06470	384	11:00am – 1:30pm Lunch
<b>Head O'Meadow</b> 94 Boggs Hill Road Newtown, CT 06470	301	11:37am – 1:07pm Lunch
<u>Intermediate School</u>		
<b>Reed Intermediate School</b> 3 Trades Lane Newtown, CT 06470	715	10:55am – 1:00pm Lunch
<u>Middle School</u>		
<b>Newtown Middle School</b> 11 Queen Street Newtown, CT 06470	825	6:45am – 7:15am Breakfast 10:15am – 12:00 pm Lunch
<u>High School – two (2) serveries'</u>		
<b>Newtown High School</b> 12 Berkshire Road Sandy Hook, CT 06482	1,717	7:00am - 9:15am Breakfast/Cafeteria 9:30am – 10:30am Breakfast/Cafetorium 11:08am – 12:46pm Lunch* 11:24am – 1:02pm Lunch*

\* High School lunch periods change depending on class schedules

Notes:

- The schedule provided is for serving times on a normal school day. Schedules will vary on days when the schools have a modified schedule.
- \* **A new Sandy Hook School is under construction at the 12 Dickinson Drive location and is expected to open for the 2016-17 school year**

**APPENDIX B: NEWTOWN PUBLIC SCHOOLS 2014-2015 SCHOOL CALENDAR**

**AUGUST** 4(7)

M	T	W	TH	F
			21	22
25	26	27	28	29

21-All Teachers Report  
 21, 22 & 25 -Staff Development Days  
 26-Students Report

**SEPTEMBER** 20(20)

M	T	W	TH	F
--	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	--	26
29	30			

1-Labor Day, Schools Closed  
 25-Rosh Hashanah, Schools Closed

**OCTOBER** 23(23)

M	T	W	TH	F
		1	2	*3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

\*-Early Dismissal

**NOVEMBER** 17(18)

M	T	W	TH	F
3	--	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	*26	--	--

4-Election Day-Schools Closed For Students, Staff Development Day  
 26-Early Dismissal  
 27-28-Thanksgiving Recess

**DECEMBER** 17(17)

M	T	W	TH	F
1	2	3	4	*5
8	9	10	11	12
15	16	17	18	19
22	23	--	--	--
--	--	--		

\*-Early Dismissal  
 24-31-Holiday Recess

**JANUARY** 19(19)

M	T	W	TH	F
			--	--
5	6	7	8	9
12	13	14	15	*16
--	20	21	22	23
26	27	28	29	30

1-New Year's Day and Jan. 2  
 \*-Early Dismissal  
 19-Martin Luther King Day, Schools Closed

**FEBRUARY** 18(18)

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	*13
--	--	18	19	20
23	24	25	26	27

\*-Early Dismissal  
 16-17-Schools Closed

**MARCH** 22(22)

M	T	W	TH	F
2	3	4	5	*6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

\*-Early Dismissal

Student Days - 183  
 Teacher Days - 187

**APRIL** 16(16)

M	T	W	TH	F
		1	2	--
6	7	8	9	*10
--	--	--	--	--
20	21	22	23	24
27	28	29	30	

\*-Early Dismissal  
 3 - Good Friday - Schools Closed  
 13-17 Schools Closed

**MAY** 20(20)

M	T	W	TH	F
				*1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
--	26	27	28	29

\*-Early Dismissal  
 25-Memorial Day, Schools Closed

**JUNE** 7(7)

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

○-Projected last day of school without emergency closing days  
 ■-Projected last day of school if the 5 built-in days are used

*The calendar builds-in five emergency closings, with the last day of school projected as June 16th. Unused closings will be deducted from this date. Extra closings will be added on June 16, 17, 18 and 19 with additional days taken from the April break starting with 4/17, 4/16, etc.*

**Open House Dates:**  
 Elementary - Sept. 9, 10 & 11  
 Reed Intermediate - Sept. 8 - gr. 5, Sept. 15 - gr. 6  
 Middle School - Sept. 3 - gr. 7, Sept. 4 - gr. 8  
 High School - Sept. 17 & 18

Conferences for all schools will be held November 17, 18, 19, and 20 and March 24 and 25.  
 Those days will have early dismissals.

Adopted March 5, 2013

NEWTOWN HIGH SCHOOL VISITOR BLEACHERS

11-Aug-15

MANUFACTURER	BLEACHER QUOTE	MOVE EXISTING QUOTE	PERMA-CAP OPTION	TOTAL
ROBERT LORD	\$ 55,220.00	\$ 5,000.00	\$ 6,230.00	\$ 66,450.00
GALLIVAN CO.	\$ 47,414.00	\$ 6,200.00	\$ 6,230.00	\$ 59,844.00
NATIONAL REC.SYS.	\$ 62,554.00	\$ 6,500.00	\$ 6,230.00	\$ 75,284.00

**Gallivan option allows for the Perm-cap vinyl seat covers and stay within budget.**

**\* Gallivan is highly recommended by our vendor**

**Budget for this project is \$65,000**



**NEWTOWN BOARD OF EDUCATION  
SUMMARY - CAPITAL IMPROVEMENT PLAN  
2016/17 TO 2020/21**

**For Board Discussion  
Tentative as of 8/4/15**

CIP Item #	Location	Description of Project	underway	Year 1	Year 2	Year 3	Year 4	Year 5	TOTALS
			2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	
3	Hawley Elem.	Roof replacement 1948 and 1997 sections			\$800,000				\$800,000
*	Sandy Hook Elem	Design, engineering & construction	(\$49,250,000)						
6 2	Middle Gate Elem Middle Gate Elem	Roof replacement 1964 and 1992 sections Replace original 1964 boiler and lighting upgrade		\$475,000			\$1,500,000		\$1,975,000
4 4 5	Middle School Middle School Middle School	Phase 0 - Professional Services Phase I - New boilers and re-piping Phase II - Ventilation renovations			\$100,000 \$2,100,000		\$4,805,000		\$7,005,000
** 1 7	High School High School High School	Auditorium; ADA code, replace duct work, lighting, seating, rigging, fire sprinkler system Restoration of roof with replacement of lobby roof Replace/restore football turf field	\$3,600,000	\$1,402,500			\$1,000,000		\$2,402,500
TOTAL COSTS OF ALL PROJECTS			\$52,850,000	\$1,877,500	\$3,000,000	\$4,805,000	\$1,500,000	\$1,000,000	\$12,182,500
TOTAL TO BE BONDED				\$1,877,500	\$3,000,000	\$4,805,000	\$1,500,000	\$1,000,000	\$12,182,500
School Building Grant Eligible			\$534,000**		\$272,000		\$510,000		\$782,000

Shading represents items new to the plan

\*Funding provided by the State of Connecticut. This project will not be bonded locally and will not impact Newtown's budget or tax rate.

\*\*Code grant eligibility on total project costs.

Eligibility for project inclusion on the CIP is that the cost must exceed 0.25% of the Town Budget, \$111,730,513. For 2015-16 the threshold is \$279,326.

**NEWTOWN PUBLIC SCHOOLS  
BUSINESS OFFICE**

**MEMORANDUM**

**DATE:** August 11, 2015  
**TO:** Dr. Joseph V. Erardi, Jr., Superintendent  
**FROM:** Ron Bienkowski, Director of Business  
**SUBJECT:** 2015-16 Budget Adjustments



---

The attached schedule represents the budget adjustment that would have normally been done closer to the start of the fiscal year but was delayed due to the facilities discussions.

This schedule includes recommendations for budget modifications based on what we know now primarily as it relates to staffing. As we budgeted a turnover expectation of \$344,500 it becomes important that we adjust the budget to the current reality. Taking into account the variety of changes as detailed in the 'Reason' column the remaining amount we still need to recover for turnover will be \$131,943.

Salary adjustments for the Paraeducators are included along with all independently contracted personnel. There is a remaining balance of \$114,036 for all outstanding negotiations.

We have created five summer program accounts to track program expenses for such that were previously embedded in other accounts. This will help add further clarity to these needs.

Below the dashed line are fourteen non-salary adjustments required for the reasons listed.

The balance amount has been added to Out-of-District tuition which will have additional needs for the year.

All future adjustments that become necessary will be handled by transfers.

<u>Account Number</u>	<u>Account Description</u>	Board <u>Approved</u> <u>Budget</u>	<u>Recommended</u> <u>Adjustments</u>	Final <u>Recommended</u> <u>Budget</u>	<u>Reason</u>
1-001-82-082-1111-0000	ADMIN. SALARIES - SUPER.	\$450,690.00	\$2,214.00	\$452,904.00	Salary adjustments, super. + 5 paid unused vac, days, late start for new assist. Superintendent
1-001-84-086-1111-0000	ADMIN. SALARIES - BUS. SERV.	\$150,121.00	\$1,952.00	\$152,073.00	Salary adjustment - independent contract
1-001-10-001-1115-0000	LEAD TEACHERS - ADMIN.	\$90,871.00	\$2,885.00	\$93,756.00	Advance degree
1-001-30-001-1115-0000	LEAD TEACHERS - ADMIN.	\$92,886.00	(\$6,023.00)	\$86,863.00	Change in Lead Teacher
1-001-75-050-1112-0000	DIRECTOR - PUPIL SERV.	\$320,343.00	\$89,582.00	\$409,925.00	Special Ed. department chair to supervisor, reduce summer days 30 to 25
1-001-10-002-1121-0000	TEACHERS - ART	\$54,880.00	(\$9,335.00)	\$45,545.00	.3 of elementary art reduction under salary adjustment
1-001-10-022-1121-0000	TEACHERS - MUSIC	\$63,113.00	(\$10,503.00)	\$52,610.00	.2 position reduction not budgeted
1-001-10-038-1121-0000	TEACHERS - CLASSROOM	\$1,292,211.00	\$56,594.00	\$1,348,805.00	Added new kindergarten teacher
1-001-10-038-1131-0000	SPECIALISTS - CLASSROOM	\$6,284.00	\$4,449.00	\$10,733.00	Senior teacher transfer to coord., + stipend not budgeted, no classes
1-001-20-002-1121-0000	TEACHERS - ART	\$54,555.00	(\$6,184.00)	\$48,371.00	.2 of elementary art reduction under salary adj., .8 filled from within
1-001-20-009-1131-0000	SPECIALISTS - EARLY INTERVENTION	\$0.00	\$45,173.00	\$45,173.00	Open .75 reading position filled as early intervention
1-001-20-024-1121-0000	TEACHERS - P.E.	\$128,074.00	\$6,728.00	\$134,802.00	.5 of the.7 open pos. filled at higher step
1-001-20-026-1121-0000	TEACHERS - READING	\$196,047.00	(\$37,381.00)	\$158,666.00	Teacher moved to kindergarten, .75 open pos. moved to early intervention
1-001-20-034-1131-0000	SPECIALISTS - LIBRARY	\$57,502.00	\$4,454.00	\$61,956.00	Cost of replacement
1-001-20-038-1121-0000	TEACHERS - CLASSROOM	\$1,439,239.00	(\$45,931.00)	\$1,393,308.00	3 moved & replaced by 2 transfers & 1 new
1-001-20-038-1131-0000	SPECIALISTS - CLASSROOM	\$6,284.00	\$4,449.00	\$10,733.00	Senior teacher transfer to coord., + stipend not budgeted, no classes
1-001-30-002-1121-0000	TEACHERS - ART	\$53,028.00	(\$11,784.00)	\$41,244.00	.2 of elementary art reduction under salary adjustment
1-001-30-009-1131-0000	SPECIALISTS - EARLY INTERVENTION	\$50,178.00	\$6,142.00	\$56,320.00	.75 open filled .5 new at M-8 & .25 transferred
1-001-30-022-1121-0000	TEACHERS - MUSIC	\$79,497.00	(\$16,401.00)	\$63,096.00	Unpaid leave, sub for beginning of year
1-001-30-026-1121-0000	TEACHERS - READING	\$158,145.00	\$2,732.00	\$160,877.00	Advance degree
1-001-30-038-1121-0000	TEACHERS - CLASSROOM	\$1,455,519.00	(\$57,936.00)	\$1,397,583.00	2 teachers didn't return, 1 open position due to transfer
1-001-30-038-1131-0000	SPECIALISTS - CLASSROOM	\$6,284.00	\$4,449.00	\$10,733.00	Senior teacher transfer to coord., + stipend not budgeted, no classes
1-001-40-002-1121-0000	TEACHERS - ART	\$90,841.00	(\$27,252.00)	\$63,589.00	.3 of elementary art reduction under salary adjustment
1-001-40-009-1131-0000	SPECIALISTS - EARLY INTERVENTION	\$36,915.00	\$4,501.00	\$41,416.00	.5 teacher resigned, rehired a senior teacher
1-001-40-020-1131-0000	SPECIALISTS - MATH/SCI	\$56,014.00	\$14,727.00	\$70,741.00	More senior teacher transferred to position
1-001-40-024-1121-0000	TEACHERS - P.E.	\$101,344.00	\$816.00	\$102,160.00	.2 pos. open teacher did not return
1-001-40-038-1121-0000	TEACHERS - CLASSROOM	\$1,313,762.00	\$20,868.00	\$1,334,630.00	1 senior teacher transfer into new position, 1 transferred out to Math/Sci.
1-001-40-038-1131-0000	SPECIALISTS - CLASSROOM	\$6,284.00	\$4,449.00	\$10,733.00	Senior teacher transfer to coord., + stipend not budgeted, no classes
1-001-45-014-1131-0000	SPECIALISTS - HEALTH ED.	\$6,284.00	\$4,449.00	\$10,733.00	Senior teacher transfer to coord., + stipend not budgeted, no classes
1-001-45-022-1121-0000	TEACHERS - MUSIC	\$408,133.00	\$2,660.00	\$410,793.00	Advanced degree
1-001-45-024-1121-0000	TEACHERS - P.E.	\$170,986.00	(\$19,266.00)	\$151,720.00	More senior teacher resigned (position cut)
1-001-45-026-1121-0000	TEACHERS - READING	\$294,754.00	(\$1,184.00)	\$293,570.00	.78 teacher resigned replaced by .75
1-001-45-038-1121-0000	TEACHERS - CLASSROOM	\$2,393,386.00	\$19,527.00	\$2,412,913.00	Advance degree, 1 new hire & 2 senior teachers transferred in
1-001-50-002-1121-0000	TEACHERS - ART	\$128,072.00	(\$32,931.00)	\$95,141.00	Senior teacher retired
1-001-50-010-1121-0000	TEACHERS - ENGLISH	\$693,278.00	\$2,662.00	\$695,940.00	Advance degree
1-001-50-014-1121-0000	TEACHERS - HEALTH ED	\$60,232.00	(\$11,319.00)	\$48,913.00	Health coord. no longer teaching any classes
1-001-50-014-1131-0000	SPECIALISTS - HEALTH ED	\$9,427.00	\$6,672.00	\$16,099.00	Senior teacher transfer to coord., + stipend not budgeted, no classes
1-001-50-020-1121-0000	TEACHERS - MATH	\$606,019.00	(\$27,751.00)	\$578,268.00	A resigned & retiree replaced with starting teachers
1-001-50-024-1121-0000	TEACHERS - P.E.	\$282,968.00	(\$3,872.00)	\$279,096.00	.5 of a more senior teacher transferred to Sandy Hook (.5 eliminated)
1-001-50-026-1121-0000	TEACHERS - READING	\$138,790.00	\$2,661.00	\$141,451.00	Title I grant not increasing with salaries
1-001-50-028-1121-0000	TEACHERS - SCIENCE	\$632,757.00	(\$23,476.00)	\$609,281.00	Savings from turnover
1-001-50-040-1131-0000	SPECIALISTS - GUIDANCE	\$291,194.00	(\$2,106.00)	\$289,088.00	Savings from turnover
1-001-60-004-1121-0000	TEACHERS - BUSINESS ED	\$189,555.00	\$9,637.00	\$199,192.00	New teacher only business ed., .2 moved from tech. ed.
1-001-60-008-1121-0000	TEACHERS - C.W.E.	\$11,739.00	\$6,354.00	\$18,093.00	Transfer senior teacher to fill opening
1-001-60-010-1121-0000	TEACHERS - ENGLISH	\$1,216,518.00	(\$14,732.00)	\$1,201,786.00	+15 credits, savings from turnover (1 resigned & .2 transferred)
1-001-60-012-1121-0000	TEACHERS - WORLD LANG.	\$870,242.00	(\$28,265.00)	\$841,977.00	2 replacements at bottom of guide, HANBAN to pay \$13,000 of Chinese teacher

<u>Account Number</u>	<u>Account Description</u>	Board <u>Approved Budget</u>	Recommended <u>Adjustments</u>	Final <u>Recommended Budget</u>	<u>Reason</u>
1-001-60-014-1131-0000	SPECIALISTS - HEALTH ED	\$9,427.00	\$6,672.00	\$16,099.00	Senior teacher transfer to coord., + stipend not budgeted, no classes
1-001-60-018-1121-0000	TEACHERS - TECH ED.	\$462,515.00	(\$8,178.00)	\$454,337.00	.2 unified theater pos. moved from classroom, .2 pos. moved to business ed.
1-001-60-020-1121-0000	TEACHERS - MATH	\$1,098,536.00	(\$6,423.00)	\$1,092,113.00	Turnover savings from resignation
1-001-60-028-1121-0000	TEACHERS - SCIENCE	\$1,795,495.00	(\$18,566.00)	\$1,776,929.00	+15 credits, a senior teacher resigned position is open
1-001-60-030-1121-0000	TEACHERS - SOC. STUDIES	\$1,348,847.00	(\$13,383.00)	\$1,335,464.00	Savings from turnover and change in dept. head
1-001-60-034-1131-0000	SPECIALISTS - LIBRARY	\$172,322.00	(\$6,704.00)	\$165,618.00	Savings from turnover
1-001-60-038-1121-0000	TEACHERS - CLASSROOM	\$58,624.00	(\$1,337.00)	\$57,287.00	Two .2 academic officer pos. filled with senior teachers, .2 unified theater moved to tech.ed.
1-001-60-039-1121-0000	TEACHERS - T.A.P./FLEX	\$292,877.00	(\$4,892.00)	\$287,985.00	.14 senior teacher retired, pos. open
1-001-60-040-1131-0000	SPECIALISTS - GUIDANCE	\$773,066.00	(\$844.00)	\$772,222.00	Change in director
1-001-75-060-1121-0000	TEACHERS - GATES	\$212,552.00	\$14,952.00	\$227,504.00	Senior teacher to new pos., senior teacher replaced by lower paid teacher, .4 pos. fill by returning senior teacher
1-001-75-061-1121-0000	TEACHERS - SP. ED. PREK-8	\$1,704,327.00	(\$100,110.00)	\$1,604,217.00	Pos. moved to IDEA grant, teacher resigned pos. open
1-001-75-063-1121-0000	TEACHERS - SP. ED. H.S.	\$339,301.00	(\$11,898.00)	\$327,403.00	Department head pos. moved to admin., pos. moved from IDEA grant
1-001-84-088-1151-0000	CERTIFIED SALARY ADJ.	(\$344,500.00)	\$212,557.00	(\$131,943.00)	Distribute elementary art position cut, turnover savings & salary increases
1-001-94-084-1143-0000	CONTINUING ED. DIRECTOR	\$44,378.00	\$888.00	\$45,266.00	Salary adjustment - independent contract
1-001-60-026-1313-0000	TUTORS - READING	\$81,305.00	\$1,628.00	\$82,933.00	Salary adjustment - independent contracts
1-001-84-088-1312-0000	CERT. SUBS. - CONTRACTED	\$247,050.00	(\$45,000.00)	\$202,050.00	Reduction of budget based on last years' experience
1-001-77-041-1210-0000	SUPERVISOR - HEALTH ADMIN.	\$16,512.00	\$330.00	\$16,842.00	Salary adjustment - independent contract
1-001-81-085-1210-0000	STAFF SALARIES - INFO. TECH.	\$437,374.00	\$2,458.00	\$439,832.00	Salary adjustment - independent contract
1-001-84-086-1210-0000	SUPERVISORS - BUS. SERV.	\$73,850.00	\$1,477.00	\$75,327.00	Salary adjustment - independent contract
1-001-90-092-1210-0000	SUPERVISORS - B&G ADMIN.	\$204,164.00	(\$7,591.00)	\$196,573.00	Salary adjustment - independent contract, filled new pos. at lower rate
1-001-20-001-1221-0000	CLERICAL - ADMIN.	\$84,381.00	\$772.00	\$85,153.00	Turnover savings and vacation payout for retiring secretary
1-001-45-040-1221-0000	CLERICAL - GUIDANCE	\$32,591.00	(\$1,001.00)	\$31,590.00	Turnover savings
1-001-75-050-1221-0000	CLERICAL - PUPIL SERV.	\$153,065.00	\$4,750.00	\$157,815.00	Position expansion
1-001-82-082-1222-0000	SECRETARIAL - SUPER.	\$203,711.00	\$6,327.00	\$210,038.00	Salary adjustment - independent contract
1-001-84-086-1221-0000	CLERICAL - BUS. SERV.	\$255,421.00	\$1,155.00	\$256,576.00	Salary adjustment - independent contract
1-001-10-034-1232-0000	ED ASSISTANTS - LIBRARY	\$12,120.00	\$211.00	\$12,331.00	Salary adjustment - union contract
1-001-10-038-1232-0000	ED ASSISTANTS - CLASSROOM	\$92,599.00	\$1,764.00	\$94,363.00	Salary adjustment - union contract
1-001-20-034-1232-0000	ED ASSISTANTS - LIBRARY	\$11,945.00	\$211.00	\$12,156.00	Salary adjustment - union contract
1-001-20-038-1232-0000	ED ASSISTANTS - CLASSROOM	\$96,603.00	\$1,870.00	\$98,473.00	Salary adjustment - union contract
1-001-30-034-1232-0000	ED ASSISTANTS - LIBRARY	\$12,045.00	\$211.00	\$12,256.00	Salary adjustment - union contract
1-001-30-038-1232-0000	ED ASSISTANTS - CLASSROOM	\$108,083.00	\$2,165.00	\$110,248.00	Salary adjustment - union contract
1-001-40-034-1232-0000	ED ASSISTANTS - LIBRARY	\$8,959.00	\$158.00	\$9,117.00	Salary adjustment - union contract
1-001-40-038-1232-0000	ED ASSISTANTS - CLASSROOM	\$93,036.00	\$1,751.00	\$94,787.00	Salary adjustment - union contract
1-001-45-038-1232-0000	ED ASSISTANTS - CLASSROOM	\$83,529.00	\$1,703.00	\$85,232.00	Salary adjustment - union contract
1-001-50-001-1232-0000	ED ASSISTANTS - ADMIN.	\$12,400.00	\$245.00	\$12,645.00	Salary adjustment - union contract
1-001-50-006-1232-0000	ED ASSISTANTS - COMPUTER ED.	\$15,799.00	\$285.00	\$16,084.00	Salary adjustment - union contract
1-001-50-025-1232-0000	ED ASSISTANTS - PROJ. ADV.	\$16,325.00	\$335.00	\$16,660.00	Salary adjustment - union contract
1-001-50-038-1232-0000	ED ASSISTANTS - CLASSROOM	\$7,535.00	\$154.00	\$7,689.00	Salary adjustment - union contract
1-001-60-028-1232-0000	ED ASSISTANTS - SCIENCE	\$16,325.00	\$335.00	\$16,660.00	Salary adjustment - union contract
1-001-75-061-1231-0000	ED. ASSISTANTS - HAW. SP. ED.	\$93,901.00	\$1,787.00	\$95,688.00	Salary adjustment - union contract
1-001-75-061-1232-0000	ED ASSISTANTS - SP. ED. PREK-8	\$164,014.00	\$3,181.00	\$167,195.00	Salary adjustment - union contract
1-001-75-061-1233-0000	ED. ASSISTANTS - M.G. SP. ED.	\$117,816.00	\$2,369.00	\$120,185.00	Salary adjustment - union contract

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1-001-75-061-1234-0000	ED. ASSISTANTS - HOM. SP. ED.	\$166,945.00	\$3,128.00	\$170,073.00	Salary adjustment - union contract
1-001-75-061-1235-0000	ED. ASSISTANTS - RIS. SP. ED.	\$308,173.00	\$6,360.00	\$314,533.00	Salary adjustment - union contract
1-001-75-061-1236-0000	ED. ASSISTANTS - M.S. SP. ED.	\$218,006.00	\$4,291.00	\$222,297.00	Salary adjustment - union contract
1-001-75-063-1232-0000	ED ASSISTANTS - H.S. SP. ED.	\$230,688.00	\$4,663.00	\$235,351.00	Salary adjustment - union contract
1-001-75-079-1232-0000	ED ASSISTANTS - SUMMER PROGRAM	\$14,411.00	\$24,474.00	\$38,885.00	Under budgeted for summer programs
1-001-77-049-1240-0000	NURSES SALARIES - H.S.	\$94,964.00	\$990.00	\$95,954.00	Salary adjustment - independent contract
1-001-90-094-1259-0000	COURIER SALARY	\$37,393.00	\$754.00	\$38,147.00	Salary adjustment - independent contract
1-001-84-088-1271-0000	NON-CERT SALARY ADJ.	\$189,217.00	(\$75,181.00)	\$114,036.00	Allocation for approved salary increases and staffing changes
1-001-60-008-1263-0000	SCHOOL-TO-CAREER COORDINATOR	\$60,315.00	\$1,206.00	\$61,521.00	Salary adjustment - independent contract
1-001-60-032-1261-0000	ATHLETIC TRAINER - SPORTS	\$43,483.00	\$870.00	\$44,353.00	Salary adjustment - independent contract
1-001-60-039-1262-0000	JOB COACH - T.A.P./FLEX	\$4,329.00	\$164.00	\$4,493.00	Salary adjustment - independent contract
1-001-75-066-1262-0000	JOB COACHES - TRANSITIONAL	\$77,764.00	\$885.00	\$78,649.00	Salary adjustment - independent contracts and staff turnover savings
1-001-75-079-1262-0000	JOB COACHES - SUMMER	\$0.00	\$7,542.00	\$7,542.00	New account to segregate cost for summer programs
1-001-75-051-1263-0000	THERAPISTS - OT/PT	\$345,430.00	(\$3,555.00)	\$341,875.00	Salary adjustment - independent contracts, segregate summer work
1-001-75-061-1263-0000	BEHAVIORAL ANAL. - SP. ED. PREK-8	\$152,540.00	(\$657.00)	\$151,883.00	Salary adjustment - independent contracts, segregate summer work
1-001-75-061-1266-0000	BEHAVIORAL THERAP. - SP. ED. PREK-1	\$454,069.00	(\$26,519.00)	\$427,550.00	Salary adjustment - independent contract, segregate summer work
1-001-75-079-1261-0000	BEHAVIORAL ANAL. - SUMMER	\$0.00	\$4,200.00	\$4,200.00	New account to segregate cost for summer programs
1-001-75-079-1263-0000	THERAPISTS - OT/PT SUMMER	\$0.00	\$12,500.00	\$12,500.00	New account to segregate cost for summer programs
1-001-75-079-1266-0000	BEHAVIORAL THERAP. - SUMMER	\$0.00	\$27,000.00	\$27,000.00	New account to segregate cost for summer programs
1-001-84-088-1261-0000	ATTENDANCE - SUB. CALLING	\$11,193.00	\$224.00	\$11,417.00	Salary adjustment - independent contract
1-001-85-088-1264-0000	SECURITY SALARIES	\$216,830.00	\$3,207.00	\$220,037.00	Salary adjustment - independent contracts
1-001-75-079-1423-0000	EXTRA WORK - NON-CERT. SUMMER	\$0.00	\$2,000.00	\$2,000.00	New account to segregate cost for summer programs
1-001-90-096-1750-0000	CUST. PARK & REC - DISTRICT	\$40,000.00	(\$4,000.00)	\$36,000.00	Excess budgeted
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<b>Non-Salary accounts</b>					
1-001-86-090-2030-0000	ADMINISTRATION FEES	\$44,130.00	(\$36,130.00)	\$8,000.00	Administration fee paid from town insurance fund
1-001-86-090-2700-0000	WORKERS COMP.	\$502,017.00	\$904.00	\$502,921.00	Actual Invoice cost slightly over estimate
1-001-90-096-3220-0000	WATER - MAINT.	\$1,000.00	(\$1,000.00)	\$0.00	Warehouse - water included in rental fee
1-001-85-088-3300-0000	REPAIRS - SECURITY	\$0.00	\$25,000.00	\$25,000.00	Need to have a repair budget for all technological security equipment
1-001-90-094-3508-0000	B. & G. IMPROVE - C.O.	\$28,000.00	(\$28,000.00)	\$0.00	Project completed with remaining encumbrance from 2013-14
1-001-60-032-4120-0000	ATHLETIC ACTIVITIES INS.	\$32,000.00	\$5,950.00	\$37,950.00	Increases premium due to higher claims
1-001-84-083-4120-0000	LIABILITY/UMBRELLA INS.	\$189,875.00	\$4,997.00	\$194,872.00	Late increase estimate of 3% to 5% by CIRMA
1-001-90-096-4120-0000	PROPERTY INSURANCE	\$121,118.00	\$3,001.00	\$124,119.00	Late increase estimate of 3% to 5% by CIRMA

<u>Account Number</u>	<u>Account Description</u>	Board Approved <u>Budget</u>	Recommended <u>Adjustments</u>	Final Recommended <u>Budget</u>	<u>Reason</u>
1-001-60-037-4160-0000	TUITION - OUT-OF-DISTRICT REG. ED.	\$128,445.00	\$27,291.00	\$155,736.00	4 additional vocational agriculture students
1-001-75-052-4160-0000	TUITION - OUT-OF-DISTRICT	\$2,213,032.00	\$52,285.00	\$2,265,317.00	Special education needs
1-001-82-082-4200-0000	STAFF TRAVEL - SUPER.	\$8,950.00	\$920.00	\$9,870.00	Adjust travel allowances
1-001-50-002-5100-0000	INSTR. SUPPLIES - ART	\$4,800.00	(\$1,211.00)	\$3,589.00	Reallocated to technology equipment
1-001-81-085-7200-0000	EQUIPMENT - INFO. TECH.	\$547,933.00	\$1,211.00	\$549,144.00	Reallocated supplies for MacBook for MS Art program
1-001-85-088-7200-0000	EQUIPMENT - SECURITY	\$34,692.00	(\$34,692.00)	\$0.00	Purchased equipment through DOJ grant
<b>GRAND TOTAL</b>			-	<b>check</b>	