

THIS MEETING IS NOT BEING LIVE-STREAMED AND ACCESS BY PHONE IS NOT AVAILABLE

Board of Education
January 17, 2023

Reed Intermediate School Library
7:00 p.m.

As citizens of our community, we will conduct ourselves in accordance with Newtown's Core Character Attributes as displayed in our character tree. We will be responsible for our actions and show respect for each other. We will interact peacefully, productively, and politely. We will be trustworthy and honest and show compassion toward others. Newtown's continued success is contingent upon our ability to persevere, to follow through with our commitments, and to stay focused on the greater good.

A G E N D A

- Item 1 PLEDGE OF ALLEGIANCE
- Item 2 CONSENT AGENDA
- Donation to Newtown Public Schools
 - Donation to Newtown Middle School
 - Correspondence Report
- Item 3 **PUBLIC PARTICIPATION
- Item 4 REPORTS
- Chair Report
 - Superintendent's Report
 - Committee Reports
 - Student Representative Reports
 - Action on Financial Report and Transfers Month Ending December 31, 2022
- Item 5 PRESENTATIONS
- Update on Reading Program Selection Process
 - Superintendent's Overview of the 2023-2024 Budget
- Item 6 OLD BUSINESS
- Second Read and Action on Weight Training Curriculum
- Item 7 NEW BUSINESS
- Discussion and Possible Action on Letter to CAPSS and State Representatives Regarding Transportation
 - Action on the Minutes of January 3, 2023
 - Action on the Minutes of January 13, 2023
- Item 8 **PUBLIC PARTICIPATION
- Item 9 ADJOURNMENT

***The Board encourages the public to share thoughts and concerns at two points during Regular Meetings. During the first Public Participation, the Board welcomes commentary regarding items on the agenda. During the second Public Participation, commentary may also include issues for the Board to consider in the future. After being recognized, please state your name and address for the record. We request that speakers be respectful and limit comments to three minutes. The Board of Education does not discuss personnel items or student matters in public nor does it engage in dialogue during either public comment period. If you desire more information or responses to specific questions, please email the Board.*



January 11th, 2023

Master Henry
World Champion Taekwondo
125B South Main St
Newtown CT 06470
masterheny329@gmail.com
(203) 304 - 9406

Dear Mr. Christopher,

My name is Master Henry, and I am the owner of World Champion Taekwondo Newtown school. Our studio just opened 2 months ago on south main street.

Every year, schools work hard to provide the best possible educational and extracurricular activities for students, but there are still some students who need more help. While I was teaching Taekwondo in different schools, I met some students who couldn't continue learning Taekwondo because they couldn't afford it. It was sad to see them because they not only stopped taking Taekwondo classes, but also they were losing the opportunity to have various experiences.

Since I have my own studio, I would like to support those students who want to have different experiences but cannot have a chance for it. And I decided to donate some money to Newtown public schools. Hopefully this donation will help some students to have a chance to expand their views through experiencing various things.

Together we can continue making our school an environment of excellence for our futures. Thank you!

Sincerely,

	KIM'S IMPASSIONED MARTIAL ARTS, INC 123 S MAIN ST NEWTOWN, CT, 06470	0010
PAY TO THE ORDER OF	Newtown Public Schools	DATE 01/04/2023
FOR	Two hundred and $\frac{00}{100}$	1-2/210
School	Donation	\$ 200.00
DOLLARS		
897071756	0000 10 02 10000 2 10	897071756

01-04-2023

Mr. Ross,

Please accept the enclosed check to assist and ensure all eighth graders attend the NYC trip in May!

Happy New Year!

Jane + Rob Rossumando

0863

Rob Rozz LLC

156 Walnut Tree Hill Rd
Sandy Hook, CT 06482

 **Newtown Savings Bank**
THE EXPERIENCE MATTERS™

51-7229/2211



1/4/2023

PAY TO THE ORDER OF Newtown Middle School

\$**500.00

Five Hundred and 00/100***** DOLLARS

Newtown Middle School
attn: School Directory Advertising
11 Queen Street
Newtown, CT 06470

Rob Rossumando

AUTHORIZED SIGNATURE

MEMO

⑈000863⑈ ⑆221172296⑆ 200 202 299⑈

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
DECEMBER 31, 2022**

SUMMARY

The sixth financial report for the year continues to provide year to date expenditures, encumbrances and information for anticipated obligations. Many of the accounts within our major objects have been forecasted as “full budget spend” in order to more accurately project an estimated year-end balance. These balances are monitored closely and adjusted each month in order to capture any changes and fluctuations that occur throughout the year.

During the month of December, the district spent approximately \$8.0M for all operations. About \$6.1M was spent on salaries (three pay periods in this month) with the remaining balance of \$1.9M was spent on all other objects. All expenditures appear to be within normal limits at this time.

The change over the last month’s year-end projection has resulted in an increase of \$10,703; now showing a total projected balance of \$386,326. The largest area of change was found in other salaries and supplies.

This report also includes a transfer request in the amount of \$121,227.

- \$52,927 all within the certified salary accounts. (*object 100*).
 - This transfer is to correct a balance transfer from the prior month.
 - We are requesting to debit \$52,927 from our turnover line and to credit our certified salary adjustment line.

- \$68,300 from transportation to contracted services (*all within object 500*).
 - This transfer is for the remaining balance of the bus driver retention payments that were approved by the board at the August 23, 2022 meeting.
 - The first payment was issued on November 14th in the amount of \$30,650.
 - There will be two more installment payments.

MAJOR MOVERS

SALARY OBJECT

The overall salary object currently displays a positive position, despite decreasing over the prior month by -\$102,879. During the month of December, many of these accounts were analyzed and reconciled as adjustments were made in our anticipated obligation column. The salary accounts continue to drive our year-end balance and we anticipate that they will continue to remain positive through the remainder of the year.

- **CERTIFIED SALARIES** – the overall balance in this sub-object is negative -\$54,141. The driver behind this negative number was found in Teacher & Specialists Salaries, reducing the overall balance by just over \$95K. This change was to account for high school special ed teachers, ESY (4 days in June) and encumbrance changes that were necessary to account for teachers out on FMLA.

- **NON-CERTIFIED SALARIES** – the overall balance in this sub-object is \$439,897. These accounts have changed slightly over the prior month and continue to drive our projected year-end balance. We currently have many unfilled positions and we have also seen an unusual amount of turnover in our secretary and custodial unions.
- As of December, the following positions remain open:
 - Thirteen paraprofessionals, five behavioral therapists, one network specialist and one security guard.

EMPLOYEE BENEFITS - the overall balance in this object is showing negative -\$15,098.

As stated in last month's report, the driver behind this balance comes from increased costs for our defined contribution pension plan. This number has not changed over the prior month and still shows a negative balance of -\$27,264. As new employees are hired, participation in this plan increases driving the cost upwards. A transfer request is planned for next month.

PURCHASED PROPERTY SERVICES – now showing a positive balance of \$11,786

A small balance is emerging in this object and can be attributed to lower costs in water and sewer. We will continue to analyze and forecast these accounts.

- Our building & site emergency repair account is currently in good standing, having more than half of the balance available for the next six months. By this time of year, these accounts are typically projected to run over budget; however, it is still early in the year but we are hopeful that we will remain even through year-end.

OTHER PURCHASED SERVICES – the overall position of this object is displaying a negative balance of -\$291,19, having incurred additional costs of \$15,245 over the prior month.

- **Contracted Services** – remains negative with a slight change over the prior month, currently displaying a negative balance of -\$128,920. The majority of this balance is due to the inclusion of an outside service that provides behavioral therapists for our students. These students require this service as outlined in their I.E.P. We are currently contracting anywhere from 5-7 therapists as we have been unable to fill our open positions.

We will be requesting a budget transfer in the upcoming month and reallocating a portion of this cost towards our ARP IDEA grant. These services are an appropriate use of this funding as we must be mindful of the federal guidelines as outlined in all grants.

- **Transportation** – overall, these accounts still remains positive with a slight reduction over the prior month; now showing a balance of \$180,000.
 - Included in this report is a request for a transfer from this account in the amount of \$68,300. This will adjust for the retention payment for bus drivers. This transfer will take place after board approval and will show a reduction in this account next month.
- **Out-of-District Tuition** – over the prior month, the account for special OOD tuition has been reduced by \$6,539. However, we may have another student that will be outplaced in the upcoming month and a projected cost will be included in next month's report.

SUPPLIES – the overall balance here is in a good position showing a positive balance of \$141,000.

- **Natural gas and propane** – additional costs of \$4,000 have occurred in December. As stated in last month’s financial report, additional costs for natural gas and oil have caused some stress in these accounts and may continue to do so. Last month we had requested a budget transfer to cover the deficit and it may be necessary to request additional transfers before year-end.
- **Electric** – this account now shows a positive balance of \$130,000.

The Board of Education has been successful in strategically positioning ourselves, mitigating the price hikes that are now being seen in electricity. First of all, we have an electric supply contract through Constellation New Energy for a fixed cost of \$.07490 per kW. This contract is due to expire in November of 2023.

In addition to our low fixed rate, our “virtual net metering” program is doing very well. This program was offered to municipalities a few years back and the way it works is the board of education will receive credits for solar energy that is produced off site (*you can read more about VNM in our budget book*). These credits are then applied to our electric bill, lowering our total cost and in some cases, even producing no cost at all.

We currently have six schools that participate in this program. The combined credit for all schools has been coming in higher than anticipated and we are expecting this to increase over the next few months. Every time Eversource increases its supply rate, the Board of Ed will see an increase to the credit (*the Eversource supply rate is built into the credit formula*).

Last month we saw a credit balance in this account for \$93,500 (this was transferred to cover the deficit in natural gas and oil), and in the current month we now see a positive balance of \$130,000. As we continue to analyze and forecast the electric accounts, it’s likely that we will see additions to this balance and we will continue to keep the board apprised of this activity.

ALL OTHER OBJECTS

Our account-by-account analysis will continue throughout the year and we will keep the board apprised of any issues or concerns as they arise.

EMERGENCY REPAIRS

There were no emergency repairs to report in the month of December.

REVENUE

The board of education received \$3,735.88 in tuition and \$209.95 in miscellaneous revenue.

Tanja Vadas
Director of Business
January 13, 2023

**NEWTOWN BOARD OF EDUCATION
2022-23 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING DECEMBER 31, 2022**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2021 - 2022	2022 - 2023 APPROVED BUDGET	YTD TRANSFERS 2022 - 2023	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
<u>GENERAL FUND BUDGET</u>											
100	SALARIES	\$ 51,681,024	\$ 53,701,233	\$ -	\$ 53,701,233	\$ 21,914,931	\$ 30,070,406	\$ 1,715,895	\$ 1,276,139	\$ 439,756	99.18%
200	EMPLOYEE BENEFITS	\$ 11,744,808	\$ 11,955,016	\$ (12,626)	\$ 11,942,390	\$ 6,264,147	\$ 4,422,483	\$ 1,255,760	\$ 1,270,858	\$ (15,098)	100.13%
300	PROFESSIONAL SERVICES	\$ 543,087	\$ 687,141	\$ (14,000)	\$ 673,141	\$ 193,250	\$ 63,434	\$ 416,458	\$ 416,458	\$ -	100.00%
400	PURCHASED PROPERTY SERV.	\$ 2,093,569	\$ 1,814,663	\$ -	\$ 1,814,663	\$ 771,149	\$ 441,457	\$ 602,057	\$ 590,270	\$ 11,786	99.35%
500	OTHER PURCHASED SERVICES	\$ 9,327,010	\$ 10,095,326	\$ 26,626	\$ 10,121,952	\$ 5,457,699	\$ 5,231,750	\$ (567,497)	\$ (276,379)	\$ (291,119)	102.88%
600	SUPPLIES	\$ 3,474,903	\$ 3,365,464	\$ -	\$ 3,365,464	\$ 1,512,940	\$ 193,708	\$ 1,658,815	\$ 1,517,815	\$ 141,000	95.81%
700	PROPERTY	\$ 536,285	\$ 339,710	\$ -	\$ 339,710	\$ 77,340	\$ 6,799	\$ 255,571	\$ 255,571	\$ -	100.00%
800	MISCELLANEOUS	\$ 59,271	\$ 76,086	\$ -	\$ 76,086	\$ 62,557	\$ 2,800	\$ 10,729	\$ 10,729	\$ -	100.00%
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.00%
TOTAL GENERAL FUND BUDGET		\$ 79,459,957	\$ 82,134,639	\$ -	\$ 82,134,639	\$ 36,254,013	\$ 40,432,838	\$ 5,447,788	\$ 5,061,463	\$ 386,326	99.53%
900	TRANSFER NON-LAPSING <i>(unaudited)</i>	\$ 237,879									
GRAND TOTAL		\$ 79,697,836	\$ 82,134,639	\$ -	\$ 82,134,639	\$ 36,254,013	\$ 40,432,838	\$ 5,447,788	\$ 5,061,463	\$ 386,326	99.53%

**NEWTOWN BOARD OF EDUCATION
2022-23 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING DECEMBER 31, 2022**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2021 - 2022	2022 - 2023 APPROVED BUDGET	YTD TRANSFERS 2022 - 2023	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
100	SALARIES										
	Administrative Salaries	\$ 4,245,732	\$ 4,312,038	\$ (121,271)	\$ 4,190,767	\$ 2,081,790	\$ 2,059,584	\$ 49,393	\$ 57,904	\$ (8,512)	100.20%
	Teachers & Specialists Salaries	\$ 32,745,539	\$ 33,817,522	\$ 149,271	\$ 33,966,793	\$ 13,096,843	\$ 20,944,169	\$ (74,219)	\$ (46,800)	\$ (27,419)	100.08%
	Early Retirement	\$ 81,000	\$ 81,000	\$ -	\$ 81,000	\$ 89,000	\$ -	\$ (8,000)	\$ -	\$ (8,000)	109.88%
	Continuing Ed./Summer School	\$ 96,279	\$ 97,846	\$ 1,161	\$ 99,007	\$ 73,107	\$ 25,406	\$ 494	\$ -	\$ 494	99.50%
	Homebound & Tutors Salaries	\$ 104,026	\$ 189,413	\$ 45,185	\$ 234,598	\$ 61,981	\$ 73,346	\$ 99,271	\$ 79,271	\$ 20,000	91.47%
	Certified Substitutes	\$ 677,354	\$ 742,610	\$ -	\$ 742,610	\$ 317,955	\$ 194,480	\$ 230,175	\$ 264,520	\$ (34,345)	104.62%
	Coaching/Activities	\$ 659,048	\$ 737,184	\$ -	\$ 737,184	\$ 235,943	\$ 4,000	\$ 497,241	\$ 497,241	\$ -	100.00%
	Staff & Program Development	\$ 188,833	\$ 155,128	\$ -	\$ 155,128	\$ 40,007	\$ 7,676	\$ 107,445	\$ 103,806	\$ 3,639	97.65%
	CERTIFIED SALARIES	\$ 38,797,811	\$ 40,132,741	\$ 74,346	\$ 40,207,087	\$ 15,996,625	\$ 23,308,661	\$ 901,801	\$ 955,942	\$ (54,141)	100.13%
	Supervisors & Technology Salaries	\$ 1,010,203	\$ 1,103,470	\$ 4,960	\$ 1,108,430	\$ 471,880	\$ 470,839	\$ 165,712	\$ 109,548	\$ 56,164	94.93%
	Clerical & Secretarial Salaries	\$ 2,305,020	\$ 2,361,178	\$ 200	\$ 2,361,378	\$ 1,078,153	\$ 1,237,650	\$ 45,575	\$ (50)	\$ 45,625	98.07%
	Educational Assistants	\$ 2,751,027	\$ 2,965,151	\$ 60,477	\$ 3,025,628	\$ 1,267,429	\$ 1,627,875	\$ 130,323	\$ 1,600	\$ 128,723	95.75%
	Nurses & Medical Advisors	\$ 939,312	\$ 902,273	\$ 31,615	\$ 933,888	\$ 346,898	\$ 538,123	\$ 48,867	\$ 38,047	\$ 10,820	98.84%
	Custodial & Maint. Salaries	\$ 3,218,689	\$ 3,395,484	\$ (45,604)	\$ 3,349,880	\$ 1,570,464	\$ 1,674,126	\$ 105,289	\$ 25,422	\$ 79,868	97.62%
	Non-Certified Adj & Bus Drivers Salaries	\$ -	\$ 155,981	\$ (155,981)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
	Career/Job Salaries	\$ 122,065	\$ 171,116	\$ 4,257	\$ 175,373	\$ 79,012	\$ 125,763	\$ (29,402)	\$ (36,883)	\$ 7,482	95.73%
	Special Education Svcs Salaries	\$ 1,348,349	\$ 1,456,181	\$ 20,937	\$ 1,477,118	\$ 602,055	\$ 767,155	\$ 107,907	\$ -	\$ 107,907	92.69%
	Security Salaries & Attendance	\$ 684,773	\$ 679,888	\$ 293	\$ 680,181	\$ 295,579	\$ 317,355	\$ 67,247	\$ 13,982	\$ 53,266	92.17%
	Extra Work - Non-Cert.	\$ 119,364	\$ 109,770	\$ 4,500	\$ 114,270	\$ 59,535	\$ 2,858	\$ 51,877	\$ 47,834	\$ 4,043	96.46%
	Custodial & Maint. Overtime	\$ 356,554	\$ 236,000	\$ -	\$ 236,000	\$ 135,721	\$ -	\$ 100,279	\$ 100,279	\$ -	100.00%
	Civic Activities/Park & Rec.	\$ 27,857	\$ 32,000	\$ -	\$ 32,000	\$ 11,581	\$ -	\$ 20,419	\$ 20,419	\$ -	100.00%
	NON-CERTIFIED SALARIES	\$ 12,883,213	\$ 13,568,492	\$ (74,346)	\$ 13,494,146	\$ 5,918,306	\$ 6,761,746	\$ 814,094	\$ 320,197	\$ 493,897	96.34%
	SUBTOTAL SALARIES	\$ 51,681,024	\$ 53,701,233	\$ -	\$ 53,701,233	\$ 21,914,931	\$ 30,070,406	\$ 1,715,895	\$ 1,276,139	\$ 439,756	99.18%
200	EMPLOYEE BENEFITS										
	Medical & Dental Expenses	\$ 8,538,506	\$ 8,790,863	\$ -	\$ 8,790,863	\$ 4,436,790	\$ 4,321,429	\$ 32,644	\$ 20,519	\$ 12,125	99.86%
	Life Insurance	\$ 88,568	\$ 87,000	\$ -	\$ 87,000	\$ 44,336	\$ -	\$ 42,664	\$ 42,664	\$ -	100.00%
	FICA & Medicare	\$ 1,624,911	\$ 1,706,549	\$ -	\$ 1,706,549	\$ 710,553	\$ -	\$ 995,996	\$ 995,996	\$ -	100.00%
	Pensions	\$ 954,029	\$ 852,347	\$ -	\$ 852,347	\$ 748,431	\$ 500	\$ 103,416	\$ 130,680	\$ (27,264)	103.20%
	Unemployment & Employee Assist.	\$ 102,469	\$ 81,600	\$ -	\$ 81,600	\$ 600	\$ -	\$ 81,000	\$ 81,000	\$ -	100.00%
	Workers Compensation	\$ 436,325	\$ 436,657	\$ (12,626)	\$ 424,031	\$ 323,436	\$ 100,554	\$ 41	\$ -	\$ 41	99.99%
	SUBTOTAL EMPLOYEE BENEFITS	\$ 11,744,808	\$ 11,955,016	\$ (12,626)	\$ 11,942,390	\$ 6,264,147	\$ 4,422,483	\$ 1,255,760	\$ 1,270,858	\$ (15,098)	100.13%
300	PROFESSIONAL SERVICES										

**NEWTOWN BOARD OF EDUCATION
2022-23 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING DECEMBER 31, 2022**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2021 - 2022	2022 - 2023 APPROVED BUDGET	YTD TRANSFERS 2022 - 2023	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
	Professional Services	\$ 404,089	\$ 493,643	\$ -	\$ 493,643	\$ 142,593	\$ 51,293	\$ 299,757	\$ 299,757	\$ -	100.00%
	Professional Educational Serv.	\$ 138,998	\$ 193,498	\$ (14,000)	\$ 179,498	\$ 50,657	\$ 12,141	\$ 116,700	\$ 116,700	\$ -	100.00%
	SUBTOTAL PROFESSIONAL SERV.	\$ 543,087	\$ 687,141	\$ (14,000)	\$ 673,141	\$ 193,250	\$ 63,434	\$ 416,458	\$ 416,458	\$ -	100.00%
400	PURCHASED PROPERTY SERV.										
	Buildings & Grounds Contracted Svc.	\$ 672,697	\$ 683,600	\$ -	\$ 683,600	\$ 341,004	\$ 269,826	\$ 72,771	\$ 72,771	\$ -	100.00%
	Utility Services - Water & Sewer	\$ 160,597	\$ 144,770	\$ -	\$ 144,770	\$ 61,105	\$ -	\$ 83,665	\$ 71,165	\$ 12,500	91.37%
	Building, Site & Emergency Repairs	\$ 710,231	\$ 450,000	\$ -	\$ 450,000	\$ 155,890	\$ 39,352	\$ 254,758	\$ 254,758	\$ -	100.00%
	Equipment Repairs	\$ 289,596	\$ 269,051	\$ -	\$ 269,051	\$ 110,402	\$ 32,914	\$ 125,734	\$ 125,734	\$ -	100.00%
	Rentals - Building & Equipment	\$ 260,448	\$ 267,242	\$ -	\$ 267,242	\$ 102,748	\$ 99,366	\$ 65,128	\$ 65,842	\$ (714)	100.27%
	Building & Site Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	SUBTOTAL PUR. PROPERTY SERV.	\$ 2,093,569	\$ 1,814,663	\$ -	\$ 1,814,663	\$ 771,149	\$ 441,457	\$ 602,057	\$ 590,270	\$ 11,786	99.35%
500	OTHER PURCHASED SERVICES										
	Contracted Services	\$ 1,019,495	\$ 886,545	\$ 61,900	\$ 948,445	\$ 686,749	\$ 230,579	\$ 31,117	\$ 160,037	\$ (128,920)	113.59%
	Transportation Services	\$ 4,229,179	\$ 4,919,428	\$ (47,900)	\$ 4,871,528	\$ 1,803,081	\$ 2,069,559	\$ 998,888	\$ 818,888	\$ 180,000	96.31%
	Insurance - Property & Liability	\$ 425,660	\$ 422,766	\$ 12,626	\$ 435,392	\$ 318,303	\$ 122,339	\$ (5,250)	\$ -	\$ (5,250)	101.21%
	Communications	\$ 189,488	\$ 152,524	\$ -	\$ 152,524	\$ 94,568	\$ 64,056	\$ (6,100)	\$ 4,167	\$ (10,267)	106.73%
	Printing Services	\$ 19,859	\$ 24,789	\$ -	\$ 24,789	\$ 6,512	\$ 811	\$ 17,466	\$ 17,466	\$ -	100.00%
	Tuition - Out of District	\$ 3,252,787	\$ 3,450,187	\$ -	\$ 3,450,187	\$ 2,397,754	\$ 2,724,884	\$ (1,672,451)	\$ (1,344,669)	\$ (327,782)	109.50%
	Student Travel & Staff Mileage	\$ 190,540	\$ 239,087	\$ -	\$ 239,087	\$ 150,733	\$ 19,523	\$ 68,832	\$ 67,732	\$ 1,100	99.54%
	SUBTOTAL OTHER PURCHASED SERV.	\$ 9,327,010	\$ 10,095,326	\$ 26,626	\$ 10,121,952	\$ 5,457,699	\$ 5,231,750	\$ (567,497)	\$ (276,379)	\$ (291,119)	102.88%
600	SUPPLIES										
	Instructional & Library Supplies	\$ 799,649	\$ 854,242	\$ -	\$ 854,242	\$ 530,839	\$ 89,899	\$ 233,504	\$ 233,504	\$ -	100.00%
	Software, Medical & Office Supplies	\$ 217,455	\$ 194,940	\$ -	\$ 194,940	\$ 92,647	\$ 42,870	\$ 59,423	\$ 59,423	\$ -	100.00%
	Plant Supplies	\$ 423,279	\$ 366,100	\$ -	\$ 366,100	\$ 201,699	\$ 43,107	\$ 121,293	\$ 121,293	\$ -	100.00%
	Electric	\$ 995,294	\$ 1,022,812	\$ (93,500)	\$ 929,312	\$ 333,085	\$ -	\$ 596,227	\$ 466,227	\$ 130,000	86.01%
	Propane & Natural Gas	\$ 415,377	\$ 424,980	\$ 40,000	\$ 464,980	\$ 153,474	\$ -	\$ 311,506	\$ 315,506	\$ (4,000)	100.86%
	Fuel Oil	\$ 88,194	\$ 63,000	\$ 53,500	\$ 116,500	\$ 16,142	\$ -	\$ 100,358	\$ 100,358	\$ -	100.00%
	Fuel for Vehicles & Equip.	\$ 191,173	\$ 216,258	\$ -	\$ 216,258	\$ 76,224	\$ -	\$ 140,034	\$ 125,034	\$ 15,000	93.06%
	Textbooks	\$ 344,482	\$ 223,132	\$ -	\$ 223,132	\$ 108,831	\$ 17,833	\$ 96,469	\$ 96,469	\$ -	100.00%
	SUBTOTAL SUPPLIES	\$ 3,474,903	\$ 3,365,464	\$ -	\$ 3,365,464	\$ 1,512,940	\$ 193,708	\$ 1,658,815	\$ 1,517,815	\$ 141,000	95.81%

**NEWTOWN BOARD OF EDUCATION
2022-23 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING DECEMBER 31, 2022**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2021 - 2022	2022 - 2023 APPROVED BUDGET	YTD TRANSFERS 2022 - 2023	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
700	PROPERTY										
	Technology Equipment	\$ 278,825	\$ 156,024	\$ -	\$ 156,024	\$ 42,696	\$ -	\$ 113,328	\$ 113,328	\$ -	100.00%
	Other Equipment	\$ 257,460	\$ 183,686	\$ -	\$ 183,686	\$ 34,644	\$ 6,799	\$ 142,243	\$ 142,243	\$ -	100.00%
	SUBTOTAL PROPERTY	\$ 536,285	\$ 339,710	\$ -	\$ 339,710	\$ 77,340	\$ 6,799	\$ 255,571	\$ 255,571	\$ -	100.00%
800	MISCELLANEOUS										
	Memberships	\$ 59,271	\$ 76,086	\$ -	\$ 76,086	\$ 62,557	\$ 2,800	\$ 10,729	\$ 10,729	\$ -	100.00%
	SUBTOTAL MISCELLANEOUS	\$ 59,271	\$ 76,086	\$ -	\$ 76,086	\$ 62,557	\$ 2,800	\$ 10,729	\$ 10,729	\$ -	100.00%
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.00%
TOTAL LOCAL BUDGET		\$ 79,459,957	\$ 82,134,639	\$ -	\$ 82,134,639	\$ 36,254,013	\$ 40,432,838	\$ 5,447,788	\$ 5,061,463	\$ 386,326	99.53%
900	Transfer to Non-Lapsing	\$ 237,741									
GRAND TOTAL		\$ 79,697,698	\$ 82,134,639	\$ -	\$ 82,134,639	\$ 36,254,013	\$ 40,432,838	\$ 5,447,788	\$ 5,061,463	\$ 386,326	99.53%

SPECIAL REVENUES

EXCESS COST GRANT REVENUE	EXPENDED 2021-2022	APPROVED BUDGET	INTERNAL PROJ 1-Dec	PROJECTED 1-Mar	ESTIMATED Total	VARIANCE to Budget	FEB DEPOSIT	MAY DEPOSIT	% TO BUDGET
51266 Special Education Svcs Salaries ECG	\$ (7,170)				\$ -	\$ -			#DIV/0!
54116 Transportation Services - ECG	\$ (333,218)	\$ (320,028)	\$ (466,502)		\$ (466,502)	\$ 146,474			145.77%
54160 Tuition - Out of District ECG	\$ (1,193,144)	\$ (1,300,484)	\$ (1,344,669)		\$ (1,344,669)	\$ 44,185			103.40%
Total	\$ (1,533,532)	\$ (1,620,512)	\$ (1,811,171)	\$ -	\$ (1,811,171)	\$ 190,659	\$ -	\$ -	111.77%
SDE MAGNET TRANSPORTATION GRANT	\$ (9,100)	\$ (13,000)	\$ (11,700)		\$ (11,700)	\$ (1,300)			90.00%

OTHER REVENUES

BOARD OF EDUCATION FEES & CHARGES - SERVICES

	APPROVED BUDGET	ANTICIPATED	RECEIVED	BALANCE	% RECEIVED
LOCAL TUITION	\$32,430	\$32,430		\$32,430	0.00%
HIGH SCHOOL FEES FOR PARKING PERMITS	\$30,000	\$30,000		\$30,000	0.00%
MISCELLANEOUS FEES	\$6,000	\$6,000		\$6,000	0.00%
TOTAL SCHOOL GENERATED FEES		\$68,430		\$0	0.00%

OTHER GRANTS

	TOTAL BUDGET	21-22 EXPENSED	YTD EXPENSE	ENCUMBER	BALANCE	% EXPENSED
214 ESSER II	\$625,532	\$573,735	\$16,243		\$35,554	94.32%
218 ESSER III (estimated \$809k for 21-22 use)	\$1,253,726	\$709,840	\$220,557	\$291,642	\$31,688	97.47%

**2022 - 2023
 NEWTOWN BOARD OF EDUCATION
 TRANSFERS RECOMMENDED
 DECEMBER 31, 2022**

AMOUNT	FROM		TO		REASON
	CODE	DESCRIPTION	CODE	DESCRIPTION	
ADMINISTRATIVE					
\$52,927	100	TEACHERS & SPECIALISTS SALARIES	100	TEACHERS & SPECIALISTS SALARIES	TO ADJUST OCTOBER TRANSFER BETWEEN CERTIFIED SALARY ADJUSTMENT AND SAVINGS FROM TURNOVER
\$68,300	500	TRANSPORTATION SERVICES	500	CONTRACTED SERVICES	TO TRANSFER FUNDS FOR BUS DRIVER BONUSES
\$121,227	TOTAL TRASNFRS REQUESTED				

2022 - 2023
NEWTOWN BOARD OF EDUCATION
DETAIL OF TRANSFERS RECOMMENDED
DECEMBER 31, 2022

		FROM			TO
OBJECT CODE	AMOUNT		OBJECT CODE	AMOUNT	
100	\$52,927	TEACHERS & SPECIALISTS SALARIES \$52,927 001840880000 - 51152 DISTRICT - OTHER SERV SAVINGS FROM TURNOVER	100	\$52,927	TEACHERS & SPECIALISTS SALARIES \$52,927 001840880000 - 51151 DISTRICT - OTHER SERV CERT. SALARY ADJ.
500	\$68,300	TRANSPORTATION SERVICES \$68,300 001920870000 - 54110 DISTRICT - TRANSPORT TRANS. - LOCAL REG. ED.	500	\$68,300	CONTRACTED SERVICES \$68,300 001920870000 - 54000 DISTRICT - TRANSPORT CONTRACTED SERVICES
	\$121,227	TOTAL TRANSFER REQUEST		\$121,227	TOTAL TRANSFER REQUEST



Newtown Public Schools



Weight Training

3 Curriculum Developers | Last Updated: Thursday, Dec 1, 2022 by Mclean, Laura

Unit Calendar by Year

Unit	Lessons	Year											
		Au	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Ju	
Physical Fitness	0	[Solid black bar]											
Responsible Behavior	0	[Light gray bar]											
Motor Skills	0	[Solid black bar]											
Application of Lifetime Skills	0	[Solid black bar]											
4 Units found													

Previous Year



Unit Planner: Physical Fitness Weight Training

Thursday, December 8, 2022 2:48PM

Newtown High School / 2022-2023 / Grade 11 / Physical Education /
Weight Training / Week 1 - Week 18

Last Updated: Thursday, December 1, 2022
by Laura McLean

Physical Fitness

Childs, Matthew; Davey, Kathleen; McLean, Laura

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Physical Fitness

Muscular Strength

Muscular Endurance

Flexibility

Cardiovascular Endurance

Body Composition

Physically fit

Fitness level

Fitness Plan

Methods of resistance

Re-evaluation

G

Generalizations / Enduring Understandings

G 1 ~ Muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition define a physical fit individual.

G 2 ~ Current fitness levels drive the development of a personalized fitness plan.

G 3 ~ Fitness plans incorporate tracking muscular strength, muscular endurance, flexibility, cardiovascular

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual

What are the five health components of physical fitness?
(G1)

What is muscular strength? (G1, G3, G4)

endurance and body composition activities to improve fitness levels

G 4 ~ Fitness levels improve with proper application of the methods of resistance (body weight, free weights and machine weights).

G 5 ~ Fitness levels are re-evaluated and plans adjusted for maximum fitness benefits.

What is muscular endurance? (G1, G3, G4)

What is flexibility? (G1, G3, G4)

What is cardiovascular endurance? (G1, G3, G4)

What is body composition? (G1, G3, G4)

During physical activity how are Frequency, Intensity, Time and Type defined? (G3, G4, G5)

How does one determine maximum heart rate and the appropriate training zone? (G2, G3, G4)

How does one develop a personalized fitness plan? (G2, G3, G5)

How does one track progress on a personalized fitness plan? (G2, G3, G5)

Conceptual

How is muscular strength evaluated? (G1, G4)

How is muscular endurance evaluated? (G1, G4, G5)

How is flexibility evaluated? (G1, G4, G5)

How is cardiovascular endurance evaluated? (G1, G4, G5)

How is body composition evaluated? (G1, G4, G5)

How does exercise affect heart rate? (G 3, G4)

At what point is re-evaluation of one's fitness plan appropriate? (G2, G5)

Provocative/Debatable:

Are there benefits of being physically fit? (G1, G4)

How does one know which fitness plan best suits one's needs? (G2, G5)

Am I able to improve my current level of physical fitness? (G2, G 3, G4, G5)

Standard(s)

Connecticut Core Standards / Content Standards

SHAPE: Physical Education 2013

SHAPE: High School Level 1

Movement concepts, principles & knowledge

S2.H1 Movement concepts, principles & knowledge

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

S2.H2 Movement concepts, principles & knowledge

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)

S2.H3 Movement concepts, principles & knowledge

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)

Fitness knowledge

S3.H8 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Relates physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)

S3.H9 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, PNF, dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)

S3.H10 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Calculates target heart rate and applies HR information to personal fitness plan. (S3.H10.L1)

SHAPE: High School Level 2

Lifetime Activities

S1.H1 Lifetime Activities

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games).²⁵ (S1.H1.L2)

Fitness Activities

S1.H3 Fitness Activities

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2)

Physical activity knowledge

S3.H1 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)

S3.H3 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Applies rates of perceived exertion and pacing. (S3.H3.L2)

Fitness knowledge

S3.H7 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3.H7.L2)

Assessment & program planning

S3.H11 Assessment & program planning

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)

National Standards for K-12 Physical Education, National Standards for Dance Education and Grade-Level Outcomes for K-12 Physical Education are used under license from SHAPE America. © AAHPERD 1997, 2013, www.shapeamerica.org. All Rights Reserved.

Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will accurately access the five health-related physical fitness concepts: Flexibility, Muscular Endurance, Muscular Strength, Cardiovascular Endurance and Body Mass Index.

Students will incorporate the FITT Overload Principle (Frequency, Intensity, Time, Type) in exercise and/or activity

Students will reflect on baseline measurements in developing a fitness plan.

Students will demonstrate proper technique for desired maximum physical fitness results.

Core Learning Activities

Baseline measurements/ midpoint re-check/Post-test of the fitness components

Daily Warm-up ~ Dynamic Stretching

"Pyramiding" - combination of muscular strength and muscular endurance to find starting weight.

"Set Weight Progression" - muscular strength and/or muscular endurance

"Negative" - working the muscle with the eccentric motion (deviating from the recognized or customary lifting technique)

"Free Weight Lifting" - Olympic Lifts

Yoga - development of flexibility and Zen

Body Weight Circuits - overload with body weight activities

HIIT Workouts - High Intensity Interval Training

AMRAP - "As Many Reps As Possible" Workouts

Fitness Logs - tracking daily workout



Super set and Compound exercises



Types of muscle contractions

Assessments

Make a class workout routine

Summative: Group Project

<https://docs.google.com/docume...>

Muscle Identification

Summative: Other written assessments

<https://docs.google.com/docume...>

<https://drive.google.com/file/...>

Muscle and Exercises Assessment

Summative: Other written assessments

<https://docs.google.com/docume...>

Daily Grading Rubric

Formative: Other Visual Assessments

<https://docs.google.com/docume...>

SMART Goal

Formative: Personal Project

<https://docs.google.com/docume...>

Daily Fitness Log Sheet

Formative: Other written assessments

<https://drive.google.com/file/...>

Resources

Professional & Student

Fitness for Life: Charles B. Corbin and Ruth Lindsey
(Housed in Women's PE Office Library)

National Association for Sport and Physical Education

<https://www.pgpedia.com/n/nati...>

Society of Health and Physical Educators

<https://www.shapeamerica.org/>

Connecticut Association of Health, Physical Education,
Recreation and Dance <https://ctahperd.org/>

Connecticut Physical Fitness (Test Manual)

<https://portal.ct.gov/SDE/Phys...>

FitnessGram & ActivityGram - The Cooper Institute

<https://fitnessgram.net/assess...>

Training for Speed, Agility, and Quickness - Lee. E.
Brown and Vance A. Ferrigno (Housed in Women's PE
Office Library)

YouTube "Adriene" for Yoga

<https://www.youtube.com/result...>

Instagram "Muscle in Motion"

<https://instagram.com/musclean...>

SMART Goals <https://www.youtube.com/watch?...>

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Spoken Communication

Interdisciplinary Connections

Health - body systems

Science - anatomy



Unit Planner: Responsible Behavior Weight Training

Thursday, December 8, 2022, 2:45PM

Newtown High School / 2022-2023 / Grade 11 / Physical Education / Weight Training / Week 1 - Week 6

Last Updated: Thursday, December 1, 2022
by Laura McLean

Responsible Behavior

Childs, Matthew; Davey, Kathleen; McLean, Laura

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Responsible Behavior

Social/Group

Personal/Individual

Accountability

Physical Fitness

Positive Interaction

Tracking/Accountability

Goals

Self-reward

Physical Activity

Self-expression

Growth

Safety (practices and protocols)

Learning environment

G

Generalizations / Enduring Understandings

G 1 ~ Responsible social and personal behavior allow individual and group accountability.

G 2 ~ Physical conditioning provides opportunities for

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:

positive social interactions

G 3 ~ Physical fitness levels improve with proper tracking and adjustments to Fitness Logs.

G 4 ~ Fitness goals create self-reward for achieving personal fitness levels.

G 5 ~ Physical activity serves as a vehicle to provide opportunities for self-expression and personal growth .

G6 ~ Safety practices and protocols ensure a safe learning environment.

What are the classroom rules? (G1, G6)

How does one track fitness progress? (G3, G4, G5)

What is the fitness terminology used in class? (G1, G2, G3, G4, G5, G6)

Conceptual:

What is the appropriate behavior and attitude for the activity? (G1, G5)

How does one extend themselves within classroom activities? (G1, G2, G4, G5)

How does one interact with others during the weight training class? (G1, G2, G6)

When does one need a spotter? (G1, G2, G6)

Provocative/Debatable:

How often should one exercise? (G1, G3, G4, G5)

Are rules necessary? (G1, G2, G4, G5, G6)

How does one recognize improvement in their overall fitness ? (G3, G4, G5)

Is motivation necessary to work out? (G1, G2, G4, G5)

Are self-rewards important to maintain personal accountability? (G1, G2, G4, G5)

Standard(s)

Connecticut Core Standards / Content Standards

SHAPE: Physical Education 2013

SHAPE: High School Level 1

Movement concepts, principles & knowledge

S2.H1 Movement concepts, principles & knowledge

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

S2.H2 Movement concepts, principles & knowledge

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)

S2.H3 Movement concepts, principles & knowledge

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)

Physical activity knowledge

S3.H4 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment. (S3.H4.L1)

S3.H5 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1)

Engages in physical Activity

S3.H6 Engages in physical activity

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)

Fitness knowledge

S3.H8 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Relates physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)

Assessment & program planning

S3.H12 Assessment & program planning

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work. (S3.H12.L1)

Working with others

S4.H4 Working with others

Standard 4 Exhibits responsible personal and social behavior that respects self and others.

Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)

Safety

S4.H5 Safety

Standard 4 Exhibits responsible personal and social behavior that respects self and others.

Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

Health

S5.H1 Health

Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)

Self-expression/ enjoyment

S5.H3 Self-expression/enjoyment

Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)

SHAPE: High School Level 2

Lifetime Activities

S1.H1 Lifetime Activities

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games).²⁵ (S1.H1.L2)

Dance & Rhythms

S1.H2 Dance & Rhythms

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Demonstrates competency in a form of dance by choreographing a dance or by giving a performance. (S1.H2.L2)

Physical activity knowledge

S3.H1 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)

S3.H2 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Analyzes and applies technology and social media as tools to support a healthy, active lifestyle. (S3.H2.L2)

S3.H3 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Applies rates of perceived exertion and pacing. (S3.H3.L2)

Fitness knowledge

S3.H7 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3.H7.L2)

Assessment & program planning

S3.H11 Assessment & program planning

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)

Stress management

S3.H14 Stress management

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity

and fitness.

Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L2)

Personal responsibility

S4.H1 Personal responsibility

Standard 4 Exhibits responsible personal and social behavior that respects self and others.

Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. (S4.H1.L2)

S4.H2 Rules & etiquette

Standard 4 Exhibits responsible personal and social behavior that respects self and others.

Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)

Working with others

S4.H3 Working with others

Standard 4 Exhibits responsible personal and social behavior that respects self and others.

Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)

Challenge

S5.H2 Challenge

Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)

Social interaction

S5.H4 Social interaction

Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance. (S5.H4.L2)

National Standards for K-12 Physical Education, National Standards for Dance Education and Grade-Level Outcomes for K-12 Physical Education are used under license from SHAPE America. © AAHPERD 1997, 2013, www.shapeamerica.org. All Rights Reserved.

Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will follow class expectations (practices and protocols)

Students will appropriately adhere to safety procedures for a class in a physical active setting

Students will accurately log physical activity making adjustments and noting progression accordingly.

Students will demonstrate the ability to work cooperatively during class

Core Learning Activities

Warm-up and Cool Down

Orientation Activities

Spotting Techniques

"Chart Day" ~ opportunity for students to work independently implementing the lifting concepts that have already been introduced.

Fitness Logs - tracking daily workout

Development of SMART Goals using baseline measurements and rechecks

Assessments

Make a Class Routine

Summative: Group Project

<https://docs.google.com/docume...>

Essential Question

Formative: Other oral assessments

Daily Grading Rubric

Formative: Other Visual Assessments

<https://docs.google.com/docume...>

SMART Goal

Formative: Personal Project

<https://docs.google.com/docume..>

Daily Fitness Log Sheet

Formative: Other written assessments

<https://drive.google.com/file/...>

Resources

Professional & Student

State Department of Education - Healthy and Balanced Living Curriculum Framework <https://portal.ct.gov/-/media/...>

National Association for Sport and Physical Education <https://www.pgpedia.com/n/nati...>

Society of Health and Physical Educators <https://www.shapeamerica.org/>

CT Association of Health, Physical Education, Recreation and Dance <https://ctahperd.org/>

Don Hellison: Teaching Responsibility Through Physical Activity (Housed in Women's PE Office Library)

SMART Goal <https://www.youtube.com/watch?...>

FitnessGram & ActivityGram - The Cooper Institute <https://fitnessgram.net/soluti...>

Training for Speed, Agility, and Quickness - Lee. E. Brown and Vance A. (Housed in Women's PE Office Library)

Various [TED Talks](#) (links attached on the document)

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Information Literacy
- Critical Thinking
- Spoken Communication
- Written Performance

Interdisciplinary Connections

Respect

- resolve conflicts peacefully
- follows class rules and remains

Participation and Effort

- tries new activities
- self-motivated

Self-Direction

- sets personal goals
- works independently on task
- evaluates personal progress

Caring and Helping Others

- students assist each other in learning
- exhibits cooperation



Unit Planner: Motor Skills Weight Training

Thursday, December 9, 2022 2:51PM

Newtown High School / 2022-2023 / Grade 11 / Physical Education /
Weight Training / Week 5 - Week 14

Last Updated: Thursday, December 1, 2022
by Laura McLean

Motor Skills

Childs, Matthew; Davey, Kathleen; McLean, Laura

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Motor Skills

Movement concepts

Principles

Personal goal

Execution

Motor skills

Physical Fitness

Muscle identification

Muscle action

Muscle motion

Training modalities

Lifetime physical activity

Efficient body movements

G

Generalizations / Enduring Understandings

G 1 ~ Movement concepts and principles correspond to the creation of personal goals.

G 2 ~ Proper execution of motor skills improves overall

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual

Which movement concepts will be needed to

physical fitness.

G 3 ~ Muscle identification aids in the development of specific muscles.

G 4 ~ Muscle action and muscle motion guide the type of exercises performed.

G 5 ~ A variety of training modalities enhance overall fitness.

G 6 ~ Efficient body movements stimulate lifetime physical activity.

accomplish the given task/activity/goal? (G1, G2, G3, G4, G5, G6)

Why is form so important during a movement exercise? (G1, G2, G3, G4, G5, G6)

How are weight used properly for strength training? (G1, G2, G3, G4, G5, G6)

Why warm up and cool down?(G1, G2, G3, G4, G5, G6)

Why move with correct form? (G1, G2, G4, G5, G6)

Why build lean muscle? (G1, G2, G4, G5, G6)

Why should one work the heart muscle? (G1, G2, G3, G4, G5, G6)

Conceptual

How often should one strength train? (G1, G2, G3, G4, G5, G6)

What does a good workout look like? (G1, G2, G3, G4, G5, G6)

Why meet personal benchmarks? (G1, G2, G6)

Why use bodyweight exercises instead of equipment to warm up and cool down? (G1, G2, G3, G4, G5, G6)

Why do some students improve faster than others? (G1, G2, G4, G5, G6)

Is it important to move with correct form? (G1, G2, G4, G5, G6)

Provocative/Debatable:

What different ways can the body move given a specific purpose? (G1, G2, G3, G4, G5, G6)

How does one know what workout plan to follow? (G1, G2, G3, G4, G5, G6)

Are there benefits to striving for and maintaining an optimal physical, mental, environmental and emotional lifestyle?

Standard(s)

Connecticut Core Standards / Content Standards

SHAPE: Physical Education 2013

SHAPE: High School Level 1

Movement concepts, principles & knowledge

S2.H1 Movement concepts, principles & knowledge

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

S2.H2 Movement concepts, principles & knowledge

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)

S2.H3 Movement concepts, principles & knowledge

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)

Physical activity knowledge

S3.H4 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment. (S3.H4.L1)

S3.H5 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1)

Engages in physical Activity

S3.H6 Engages in physical activity

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)

Fitness knowledge

S3.H8 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Relates physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)

S3.H9 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, PNF, dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)

Assessment & program planning

S3.H12 Assessment & program planning

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Designs a fitness program, including all components of health-related fitness, for a college student and an employee in

the learner's chosen field of work. (S3.H12.L1)

Safety

S4.H5 Safety

Standard 4 Exhibits responsible personal and social behavior that respects self and others.

Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

SHAPE: High School Level 2

Lifetime Activities

S1.H1 Lifetime Activities

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games).²⁵ (S1.H1.L2)

Dance & Rhythms

S1.H2 Dance & Rhythms

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Demonstrates competency in a form of dance by choreographing a dance or by giving a performance. (S1.H2.L2)

Physical activity knowledge

S3.H1 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)

S3.H2 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Analyzes and applies technology and social media as tools to support a healthy, active lifestyle. (S3.H2.L2)

Fitness knowledge

S3.H7 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3.H7.L2)

S3.H10 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3.H10.L2)

Assessment & program planning

S3.H11 Assessment & program planning

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)

Stress management

S3.H14 Stress management

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L2)

Challenge

S5.H2 Challenge

Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)

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Critical Content & Skills

*What students must **KNOW** and be able to **DO***

Students will execute a dynamic warm-up, mobility exercises, and perform the strength training part of their workout.

Students will demonstrate an understanding of health related fitness components and locomotor terminology.

Students will apply training theories to daily workouts.

Students will distinguish muscles, exercise movements, and actions to strengthen said muscle.

Students will design and implement an individual weight training program based on fitness assessment results and personal SMART goals.

Core Learning Activities

Daily Warm-up ~ Dynamic (movement) Stretching

"Pyramiding" - combination of muscular strength and muscular endurance to find starting weight.

"Set Weight Progression" - muscular strength and/or muscular endurance

"Negative" - working the muscle with the eccentric motion (deviating from the recognized or customary lifting technique)

"Free Weight Lifting" - Olympic Lifts

"Superset" - opposing muscles with no rest.

Yoga - development of flexibility and Zen

Body Weight Circuits - overload with body weight activities

Compound exercises-movement where using more than one muscle group at a time

HIIT Workouts - High Intensity Interval Training

AMRAP - "As Many Reps As Possible" Workouts

Fitness Logs - tracking daily workout



[Types of muscle contractions](#)



[Super set and Compound exercises](#)

Assessments

Muscle and Exercise Assessment

Summative: Other written assessments

<https://docs.google.com/docume...>

Muscle Identification

Summative: Other written assessments

<https://docs.google.com/docume...>

<https://drive.google.com/file/...>

Make a Class Routine

Summative: Group Project

<https://docs.google.com/docume...>

Daily Log

Formative: Personal Project

<https://drive.google.com/file/...>

SMART Goals

Formative: Other written assessments

<https://docs.google.com/docume...>

Final Exam

Summative: Other written assessments

Fitness Principles

Muscle and Exercise Recognition

SMART Goal Evaluation

Resources

Professional & Student

Fitness for Life: Charles B. Corbin and Ruth Lindsey
(Housed in Women's PE Office Library)

State Department of Education: Healthy and Balanced
Living Curriculum Framework <https://portal.ct.gov/-/media/...>

Society of Health and Physical Educators
<https://www.shapeamerica.org/>

National Association for Sport and Physical Education
<https://www.pgpedia.com/n/nati...>

Connecticut Association of Health, Physical Education,
Recreation and Dance <https://ctahperd.org/>

FitnessGram & ActivityGram - The Cooper Institute
<https://fitnessgram.net/assess...>

Training for Speed, Agility, and Quickness - Lee. E.
Brown and Vance A. Ferrigno (Housed in Women's PE
Office Library)

YouTube "Adriene" for Yoga
<https://www.youtube.com/result...>

Instagram "Muscle in Motion"
<https://instagram.com/musclean...>

SMART Goals <https://www.youtube.com/watch?...>

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

Social and Civic (to date; this is not a required standard for graduation. However, this standard was piloted during the 2013-14 school year)

Interdisciplinary Connections

Anatomy and Physiology - identification of muscles,
muscle action, muscle movement

In the community - opportunity to join a Gym or take
classes through Newtown Park & Rec

Goal Setting - SEL



Unit Planner: Application of Lifetime Skills Weight Training

Thursday, December 8, 2023 2:52PM

Newtown High School / 2022-2023 / Grade 11 / Physical Education /
Weight Training / Week 14 - Week 18

Last Updated: Thursday, December 1, 2022
by Laura McLean

Application of Lifetime Skills

Childs, Matthew; Davey, Kathleen; McLean, Laura

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Application of Lifetime Skills

Healthy lifestyle

Knowledge (concepts, principles)

Skills (application)

Attitudes (enjoyable, meaningful)

Weight Training

Active lifestyle

Goal setting

Maintenance

Physical fitness

Conscious decision

Recreation

G

Generalizations / Enduring Understandings

G 1 ~ A healthy lifestyle incorporates knowledge, skills and attitudes to remain active.

G 2 ~ Weight Training concepts, principles and application promote a physically active lifestyle.

G 3 ~ Goal setting for personal improvement contributes to maintaining adequate physical fitness for a healthy

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual

What health benefits does daily physical activity promote? (G1, G2, G4, G5)

What can one do to be physically active? (G1, G2, G3,

lifestyle.

G 4 ~ Maintenance of fitness requires a conscious decision to engage in physical activity.

G 5 ~ A healthy and active lifestyle incorporates enjoyable, meaningful recreation.

G4, G5)

What type of a warm up should one perform before a workout? (G1, G2, G4, G5)

What are the remedies for sore muscles? (G1, G4, G5)

How does the body mass change during the life cycle? (G1, G2, G3, G4, G5)

Conceptual

How can exercise be part of a lifetime fitness plan? (G1, G2, G3, G4, G5)

How will physical activity help an individual now and in the future? (G1, G2, G3, G4, G5)

How does one incorporate movement into their daily life? (G3, G4, G5)

Why set personal fitness goals? (G3, G4, G5)

How does one manage when struggling to get through a workout? (G1, G2, G4, G5)

How does one stay motivated to work out? (G1, G2, G3, G4, G5)

How will exercise improve an individual's fitness level? (G1, G2, G4, G5)

Why is it important to be physical fit? (G1, G2, G3, G4, G5)

Provocative/Debatable:

Should one do strength training, cardio or both? (G1, G2, G4, G5)

What is the minimal amount of exercise one can do to stay fit? (G1, G2, G4, G5)

Does participation in physical activity improve one's life beyond fitness? (G4, G5)

Is it important to incorporate movement into one's daily life? (G4, G5)

Is being mobile more important than being flexible?(G4, G5)

Apart from physical fitness, what else can be done

to maintain a healthy lifestyle? (G4, G5)

Standard(s)

Connecticut Core Standards / Content Standards

SHAPE: Physical Education 2013

SHAPE: High School Level 1

Movement concepts, principles & knowledge

S2.H1 Movement concepts, principles & knowledge

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

S2.H2 Movement concepts, principles & knowledge

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)

S2.H3 Movement concepts, principles & knowledge

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)

Physical activity knowledge

S3.H4 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment. (S3.H4.L1)

S3.H5 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1)

Engages in physical Activity

S3.H6 Engages in physical activity

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)

Fitness knowledge

S3.H8 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Relates physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)

S3.H9 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, PNF, dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)

Personal responsibility

S4.H2 Rules & etiquette

Standard 4 Exhibits responsible personal and social behavior that respects self and others.

Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)

Working with others

S4.H3 Working with others

Standard 4 Exhibits responsible personal and social behavior that respects self and others.

Uses communication skills and strategies that promote team/group dynamics. (S4.H3.L1)

Safety

S4.H5 Safety

Standard 4 Exhibits responsible personal and social behavior that respects self and others.

Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

Health

S5.H1 Health

Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)

Self-expression/ enjoyment

S5.H3 Self-expression/enjoyment

Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)

SHAPE: High School Level 2

Fitness Activities

S1.H3 Fitness Activities

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2)

Physical activity knowledge

S3.H1 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)

S3.H2 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Analyzes and applies technology and social media as tools to support a healthy, active lifestyle. (S3.H2.L2)

S3.H3 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Applies rates of perceived exertion and pacing. (S3.H3.L2)

Fitness knowledge

S3.H7 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3.H7.L2)

S3.H10 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3.H10.L2)

Assessment & program planning

S3.H11 Assessment & program planning

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)

S3.H12 Assessment & program planning

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals. (S3.H12.L2)

Personal responsibility

S4.H1 Personal responsibility

Standard 4 Exhibits responsible personal and social behavior that respects self and others.

Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. (S4.H1.L2)

Working with others

S4.H4 Working with others

Standard 4 Exhibits responsible personal and social behavior that respects self and others.

Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)

Challenge

S5.H2 Challenge

Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)

Social interaction

S5.H4 Social interaction

Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance. (S5.H4.L2)

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will participate daily in all aspects of the weight training and conditioning program.

Students will recognize that physical conditioning can provide opportunities for positive social interactions.

Students will develop a performance-specific program that is tailored to their health-related fitness needs.

Students will track and access personal fitness status

Core Learning Activities

Daily Warm-up and Cool down

Plan, design and implementation of SMART Goals

Plan, design and implementation of a Body Weight Circuit

Use of Fitness Center and equipment

- "Pyramiding" - combination of muscular strength and muscular endurance to find starting weight.
- "Set Weight Progression" - muscular strength and/or muscular endurance
- "Negative" - working the muscle with the eccentric motion (deviating from the recognized or customary lifting technique)
- "Free Weight Lifting" - Olympic Lifts
- AMRAP - "As Many Reps As Possible" Workouts
- HIIT Workouts - High Intensity Interval Training

Assessments

Make a Class Routine

Summative: Group Project

<https://docs.google.com/docume...>

SMART Goal

Formative: Personal Project

<https://docs.google.com/docume...>

Daily Fitness Log

Formative: Other written assessments

<https://drive.google.com/file/...>

Essential Questions

Formative: Other oral assessments

Resources

Professional & Student

Fitness for Life: Charles B. Corbin and Ruth Lindsey
(Housed in Women's PE Office Library)

State Department of Education: Healthy and Balanced
Living Curriculum Framework <https://portal.ct.gov/-/media/...>

Society of Health and Physical Educators
<https://www.shapeamerica.org/>

National Association for Sport and Physical Education
<https://www.pgpedia.com/n/nati...>

Connecticut Association of Health, Physical Education,
Recreation and Dance <https://ctahperd.org/>

FitnessGram & ActivityGram - The Cooper Institute
<https://fitnessgram.net/soluti...>

Training for Speed, Agility, and Quickness - Lee. E.
Brown and Vance A. (Housed in Women's PE Office
Library)

YouTube "Adriene" for Yoga
<https://www.youtube.com/result...>

Instagram "Muscle in Motion"

<https://instagram.com/musclean...>

Various TED Talks (links included on the document)

SMART Goals <https://www.youtube.com/watch?...>

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

Interdisciplinary Connections

Evaluating current fitness level

Designing a Personal Fitness Program

- Evaluating Individual Fitness Level
- Setting Goals
- Evaluating Activities
- Starting a Program
- Maintaining a Program

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

Minutes of the Board of Education meeting held on January 3, 2023, at 7:00 p.m. in the Council Chambers, 3 Primrose Street.

D. Zukowski, Chair	C. Melillo
J. Vouros, Vice Chair	A. Uberti
D. Ramsey, Secretary	T. Vadas
D. Cruson	3 Staff
J. Kuzma	
J. Larkin	
A. Plante	
K. Kunzweiler (absent)	
D. Godino (absent)	

Ms. Zukowski called the meeting to order at 7:06 p.m.

Mr. Ramsey moved that the Board of Education go into executive session to discuss the transportation contract and invite Mr. Melillo, Mrs. Vadas, and Attorney Laurann Askloff from Shipman and Goodwin. Mr. Cruson seconded. Motion passes unanimously.

Item 1 – Executive Session

Executive session began at 6:06 p.m.

MOTION: Mr. Vouros moved to close the executive session at 7:00 p.m. Mrs. Larkin seconded. Motion passes unanimously.

Item 2 – Pledge of Allegiance

Item 3 – Consent Agenda

MOTION: Mr. Ramsey moved that the Board of Education approve the consent agenda, which includes the correspondence report. Mr. Cruson seconded. Motion passes unanimously.

Item 4 – Public Participation

Item 5 – Reports

Chair Report: Ms. Zukowski sent the Board this year's calendar to verify their sub-committee meeting dates and referred to the December 30 Newtown Bee which includes what the Board of Education has done this past year.

Superintendent's Report: Mr. Melillo reported that Chartwell was kicking off their new "Mood Boost Program" January 10th which brings new food to our students that impact various moods. Chorus concerts are coming up this month at the elementary schools and our athletes are participating in sports events almost every night during the winter months.

There were no committee reports.

Item 6 – Presentations

Weight Training Curriculum:

Dr. Kim Longobucco joined Newtown High School physical education teachers Kathy Davey and Laura McLean who presented this curriculum.

Mrs. Kuzma asked about the frequency of classes.

Ms. McLean said it was just a course taken by juniors and seniors but now is offered to sophomores. The class meets six days out of an eight-day rotation.

Mr. Ramsey stated it was an incredible class and asked if the facilities were adequate. Ms. McLean reported that our fitness center is as nice as those in colleges. Ms. Zukowski asked how this course is handled with students who have disabilities. Ms. McLean said we can accommodate a student in a wheelchair because we have other things to use besides the equipment.

Dr. Longobucco noted that the point of this class is to make students fitness conscious when they graduate. In PE 1 they do a small unit in the fitness center and have a choice later on. She mentioned that the Capstone Projects are being presented next Monday through Thursday from 6 to 8 PM.

Student Performance Overview:

Mrs. Uberti stated that this overview was a follow-up to her October presentation. Mr. Vouros thanked Mrs. Uberti for her presentation, which was phenomenal and comprehensive. It will help tremendously when we do the budget because we have a good handle on what is going on the district.

Mr. Ramsey echoed what Mr. Vouros said about this comprehensive report. He is interested in the motivating factors between teachers and students. Regarding school rounds, he asked if Mrs. Uberti has seen certain interactions in classes that make students want to learn more.

Mrs. Uberti reported that is seen almost every time in every classroom. Without a doubt, being in the classroom is the greatest indicator. This year the joy of teachers and students and the level of engagement and questions students ask are amazing. We also gave a climate survey at the end of the end of last year and the results were very positive and teachers very complimentary of administrators. We were derailed by Covid but we are in a really good place now.

Mr. Ramsey said teachers and students need to be complimented for dealing with everything we have gone through in Newtown.

Mrs. Larkin said this was one of the best presentations she has seen since being on the Board. We are all here because we love children. This was a good, in-depth report. When we talk about measuring what success looks like this was a reminder to also consider more than a test score. She was glad to hear that so much is working.

Mrs. Kuzma thanked her for this informative presentation. It was eye opening to see where we need to move and what goals to set.

Mr. Vouros was pleased to know that magic has entered classrooms in the middle school. Many people have reported the happiness and productivity going on in those rooms.

Ms. Zukowski stated that Mrs. Uberti was wonderful and brings so much value to the district. She said this Board is committed to supporting your efforts to ensure our students are completely successful. We want to understand where your needs are and where your successes are. She wants to have annual reports that will highlight that information. She referred to slide #3 and wants to focus on academics, social emotional health and wellness, good citizens, instructional walks, and climate survey and wants a presentation on them. She referred to slide #6 about next generation accountability and asked how we know if students are meeting their academic potential. How do we know if the programs are being effective, if that money might be better spent, and if there might be better options for the schools.

Ms. Zukowski further stated that when Mrs. Uberti spoke about all of the various disruptions to learning and in looking at the performance study Ms. Zukowski had done, she was surprised the disruptions were so broad to include every single grade from 2010 to 2019. She couldn't understand how an event at one school would impact every single grade for 10 years and when Mrs. Uberti stated that it caused disruption to the administration and the staff climate, it made much more sense. There will always be exceptions but hoped we can go forward and start building rather than always having to react. It's all about having what we need to be sure each student meet their potential.

Mr. Melillo said determining student performance is not the school that a teacher went to or the professional development they attended. It's the relationships they have built with their students. Teachers caring and practice will get high performing students. During our walk-through's we see joy in the classrooms. We have a team of administrators and staff members who care. Mrs. Uberti has done a fantastic job with curriculum and instruction and brought passion to her presentation. We have come together as a team working through obstacles and as a team will continue doing what is best for students. He thanked Mrs. Uberti for a wonderful presentation.

Item 7 – Old Business

Second Read of Spanish 5 and 6 Curriculum:

MOTION: Mr. Ramsey moved that the Board of Education approve the Spanish 5 Curriculum.

Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mr. Ramsey moved that the Board of Education approve the Spanish 6 Curriculum.

Mr. Cruson seconded. Motion passes unanimously.

Strategic Plan Update:

Mr. Melillo reported the Strategic Plan Committee will meet January 9 at 8:00 a.m. We are looking at January 26, 30 and February 2 for the focus group meetings. He will be sending invites to the entire community for these virtual focus meetings. When we get the results of these meetings, we will decide if we should meet in smaller groups.

Item 8 – New Business

Discussion and Possible Action on Extending Free Lunch Program:

Mrs. Vadas reported that, if we extend the program through January 20, the cost would be \$56,000, and, if we continue through the end of February, the cost would be \$164,000. She recommends extending for another month, which would be good for the community.

Mrs. Larkin agreed and wants to continue to pass that relief onto the families as long as we can.

Mr. Cruson was concerned that it might cause confusion when we keep moving the date and asked if March 3 is the absolute end of the extension.

Mrs. Vadas would recommend that this is the last installment for subsidizing this program.

Ms. Zukowski said there was a deadline for the free and reduced meal sign-up and asked if we got full participation for those who were able to participate.

Mrs. Vadas said it would be hard to get that count but noted that we are at about 13% participation.

Ms. Zukowski asked the balance in the account.

Mrs. Vadas said our maximum balance is about \$575,000. We are over that now but it does fluctuate. Once we support this program through March 3rd it will bring us down to about \$550,000.

Mrs. Kuzma asked that when it ends March 3 if free and reduced lunch applications are not submitted if that option was no longer available.

Mr. Melillo said it wasn't because the cut-off to apply was October 12. The number of applications are close to where we have been historically. If we go back after the March 3rd deadline, those who applied will still get free and reduced lunches.

MOTION: Mr. Ramsey moved that the Board of Education approve extending the Free Lunch Program as presented through March 3, 2023. Mrs. Larkin seconded. Motion passes unanimously.

Minutes of December 20, 2022:

MOTION: Mr. Ramsey moved that the Board of Education approve the minutes of December 20, 2022. Mr. Cruson seconded. Motion passes unanimously.

Item 9 – Public Participation

MOTION: Mr. Vouros moved to adjourn. Mrs. Larkin seconded. Motion passes unanimously.

Item 10 – Adjournment

The meeting adjourned at 8:42 p.m.

Respectfully submitted:

Donald Ramsey
Secretary

Please Note: These minutes are pending Board approval.

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education special meeting on Friday, January 13, 2023, at 12:00 p.m. in the Board of Education Conference Room at 3 Primrose Street.

Present: D. Zukowski, Chair
J. Vouros, Vice Chair
D. Ramsey, Secretary
D. Cruson
J. Kuzma
C. Melillo

Item 1 – Call to Order

Ms. Zukowski called the meeting to order at 12:04 p.m.

MOTION: Mr. Vouros moved that the Board of Education go into executive session for the purpose of discussing confidential student records. Mr. Cruson seconded. Motion passes unanimously.

Item 2 – Student Expulsion Hearing

The Board was provided with information regarding the student and deliberated on the matter.

The Board came out of executive session at 12:19 p.m.

MOTION: Mr. Vouros moved that the Newtown Board of Education accept the stipulated agreement entered into between the Administration and the Parents of the Student who is the subject of this hearing regarding the Student's expulsion from the Newtown Public Schools, and that the Student who is the subject of this hearing shall be expelled from the Newtown Public Schools according to the terms and conditions of the stipulated agreement. Mrs. Kuzma seconded. Motion passes unanimously.

MOTION: Mr. Vouros moved to adjourn. Mr. Cruson seconded. Motion passes unanimously.

Item 3 – Adjournment

The meeting adjourned at 12:20 p.m.

Respectfully submitted:

Donald Ramsey
Secretary