

### **Special Area Staff**

Mrs. Amy Wunder (*Health*) Team Leader  
Mrs. Mary Campbell (*Art*)  
Ms. Lisa Dorsey (*Art*)  
Mr. Jeff Hiner (*Instrumental Music & Vocal*)  
Mrs. Holly Kennedy (*Vocal Music*)  
Mrs. Julie Voight (*Media Specialist*)  
Mrs. Kristen Wilson (*Media Specialist*)  
Mr. Brian Tozer (*Physical Education*)  
Mr. Trevor Brown (*Physical Education*)

### **Special Areas Team Web News**

Special areas allow students to be physically, mentally, artistically, musically, and creatively challenged. Students in grades K-5 receive health and music twice a week for 30 minutes, media once a week for 30 minutes, art once a week for 60 minutes and PE for 90 minutes each week. The instrumental music program is available for students in grades 4 and 5 on a rotating schedule during the week.

Students in music and art are instructed in aesthetic education, historical, cultural, and social contexts, creative expression and production, and aesthetic criticism.

In PE, students learn exercise physiology, biomechanical principals, and motor learning principles. They also strive to be physically active, enhance their skillfulness, and demonstrate good sportsmanship.

In health, students learn about the importance of eating healthy, exercising, and making wise decisions. Students also learn about the body systems and how to take care of them.

The media program allows students to explore literature, learn media skills, as well as develop technology skills. The library media program prepares students to function in an information-rich environment.

This year the Special Area classes (*Music, Art, PE, Health & Media*) will continue the integration of the “3-R’s” policy while attending those classes. The 3-R’s connects with the school wide discipline policy: *Respect, Responsibility, and Right to Learn*.

Each class’ goal is to earn 2 points by the end of their one hour specials block. Once the class has earned 100 points, their class will be awarded a treat (*Example: a movie, extra recess, games in the classroom*).

If a particular student has not exhibited behaviors that support the 3-R’s, they may need to complete a “Think Sheet.” This sheet will allow them time to reflect on how their choice should follow the 3-R’s.

We have seen great motivation by our students so far! This policy supports our school-wide guiding question of, “How can I show that I am doing my best job?”