

**U.S. Department of Education**  
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS  
UNDER THE**

**Carol M. White Physical Education Program Application Package**

**CFDA # 84.215F**

**PR/Award # S215F130025**

**Grants.gov Tracking#: GRANT11376871**

OMB No. , Expiration Date:

Closing Date: Apr 12, 2013

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/09/2013"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**B. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="School District of Monroe"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="39-6003491"/>	* c. Organizational DUNS: <input type="text" value="1000835260000"/>

**d. Address:**

* Street1: <input type="text" value="925 16th Ave. Suite #3"/>
Street2: <input type="text"/>
* City: <input type="text" value="Monroe"/>
County/Parish: <input type="text" value="Green"/>
* State: <input type="text" value="WI: Wisconsin"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="53566-1763"/>

**e. Organizational Unit:**

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text" value="Mrs."/>	* First Name: <input type="text" value="Cory"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Hirsbrunner"/>	
Suffix: <input type="text" value="Ph.D"/>	

Title: <input type="text" value="Superintendent"/>
--

Organizational Affiliation: <input type="text"/>
---

* Telephone Number: <input type="text" value="1 (608) 328-7135"/>	Fax Number: <input type="text" value="1 (608) 329-7214"/>
---	---

* Email: <input type="text" value="coryhirsbrunner@monroe.k12.wi.us"/>
--

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

**Type of Applicant 2: Select Applicant Type:**

**Type of Applicant 3: Select Applicant Type:**

**\* Other (specify):**

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.215

**CFDA Title:**

Fund for the Improvement of Education

**\* 12. Funding Opportunity Number:**

ED-GRANTS-022613-001

**\* Title:**

Office of Elementary and Secondary Education (OESE); Carol M. White Physical Education Program  
CFDA Number 84.215F

**13. Competition Identification Number:**

84-215F2013-1

**Title:**

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Monroe School District - Pep Grant Application 2013 Monroe, WI 53566

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

\* a. Federal

\* b. Applicant

\* c. State

\* d. Local

\* e. Other

\* f. Program Income

\* g. TOTAL

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:

Fax Number:

\* Email:

\* Signature of Authorized Representative:

\* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 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 (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Daniel Keyser</p>	<p>* TITLE</p> <p>Superintendent</p>
<p>* APPLICANT ORGANIZATION</p> <p>School District of Monroe</p>	<p>* DATE SUBMITTED</p> <p>04/08/2013</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> <input type="text" value="U.S. Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Fund for the Improvement of Education"/>  CFDA Number, if applicable: <input type="text" value="84.215"/>
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<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

**10. a. Name and Address of Lobbying Registrant:**

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

**11.** 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 the transaction was made or entered into. This disclosure is required pursuant to 31 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.

\* Signature:

\* Name: Prefix  \* First Name  Middle Name

\* Last Name  Suffix

Title:  Telephone No.:  Date:

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

Monroe\_WI\_GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

## **General Education Provision Act (Section 427) – Description of Steps to Ensure Equitable Access and Participation in Monroe School District Physical Education Program**

Monroe School District (MSD) is devoted to building a Quality Physical Education Program based on state standards. Our district will implement a consistent K-12 articulated curriculum, thus optimizing the opportunity for all students to be successful and active learners. Through *Project Fitness, Adventure and Lifelong Learning (FALL)*, we will overcome barriers such as gender, race, national origin, color, disability, age and socio-economic status, which might impede equitable access or participation in district organized activities. In addition, *Project FALL* will initiate, increase, and improve our current physical education programs (including after school programs) to make progress towards meeting Wisconsin State Standards in Health and Fitness (Physical Education). This district-wide program will provide all students with the instruction, motivation, support, and tools they need to live healthy, active lives for a lifetime.

MSD consists of 3 elementary schools, 1 middle school, and 1 high school, serving 2,719 students. We also have 1 virtual high school and 2 charter schools. Our student body is diverse and consists of 1.8% African American, 0.8% Asian American, 6.3% Hispanic/Latino and 0.9% Native American. Students with disabilities comprise 11.7% of the student body. Economic diversity is much more pronounced with 40.3% of students qualifying for free and reduced-priced meals. These factors may limit access to health and activity programs. *Project FALL* will concentrate on significantly increasing no cost, accessible opportunities for all students to participate in nutrition education and physical activities without regard to socio-economic status, race, gender, or disability.

Students receiving English Language Learner (ELL) services will be given translated documents of district and *Project FALL* instructional materials in their native language. MSD

also has specialized teachers and translators that will assist in administering assessments and modifying curriculum to meet the various language needs of ELL students. MSD also belongs to the Cooperative Educational Service Agency (CESA) 5 Title III consortium, which provides valuable resources, training, and mentoring for the school district staff working with ELL students. Additional training for content area teachers is also provided by ELL staff throughout the school year.

*Project FALL* isn't just about our students. We will work together with various community partners to expand programs to reinforce classroom learning and streamline lessons in health, fitness and nutrition. These include but are not limited to access to gym memberships, cooking classes and local recreation facilities for families and community members. All families, regardless of socio-economic status, race or disability will be encouraged to take advantage of all district organized opportunities such as Wellness Fairs and family fitness events. Accommodations, transportation, and equipment will allow inclusive involvement of all youth, as well as their families, regardless of national origin, gender, age or developmental challenges. The curricula we select will offer a variety of activities that will appeal to most students, regardless of their interest in sports or level of fitness.

To further ensure equitable access, *Project FALL* will give teachers the professional freedom to modify instruction methods to meet the unique fitness needs of students with disabilities. All faculty/staff will be encouraged to participate in professional development and to pursue the full extent of training available during the grant period and beyond.

Throughout the development of *Project FALL*, access and participation barriers will be exposed through analysis of comprehensive informative data on involvement, fitness measurements and other feedback obtained throughout the district. MSD will overcome any

discovered barriers thereby ending existing disparities and optimizing the opportunities for all students to acquire the skills they need to be active and healthy for a lifetime.

As we continue to define, develop, and implement *Project FALL*, input from females, minority groups, students with disabilities, and groups disproportionately affected by poverty will help design activities, offerings, and interventions that will encourage participation of these student groups. In addition, we will continue to monitor all opportunities in the community to offer all students equal access.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

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 an 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 any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any 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 any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. 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.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid 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 this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b>		
School District of Monroe		
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>		
Prefix: Mrs.	* First Name: Cory	Middle Name:
* Last Name: Hirsbrunner	Suffix: Ph.D	
* Title: Superintendent		
<b>* SIGNATURE:</b> Daniel Keyser	<b>* DATE:</b> 04/08/2013	

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

### Monroe School District PEP Grant Abstract

Monroe School District (MSD) of Monroe, Wisconsin, is in a town of 10,000. 40% of MSD's 3,000 students qualify for free- or reduced-price meals. 44 % of tested third grade students were overweight or obese in the 2011-1012 school year. Monroe is a small town where poverty contributes to the lack of accessible, safe, out-of-school activities. The best opportunity we have to increase K-12 student activity levels and decrease our unhealthy obesity rate is through the schools.

Our schools need a comprehensive K-12 physical education program based on Wisconsin State Standards that links nutritional concepts, fitness, health and activity. Project goals and outcomes include the following: **Goal:** Provide integrated, activity-based PE curriculum that meets state standards. **Outcome:** Staff trained and all students participate in curriculum that addresses gaps and weaknesses. **Goal:** Provide assessment tools and training for staff and students. Fitness data regularly and accurately assessed. **Outcome:** Program gaps and weaknesses regularly evaluated, addressed and appropriately improved. **Goal:** Ensure students connect health/nutrition with activity and have foundation for lifelong fitness. **Outcome:** Students will form their own health and fitness goals and demonstrate understanding through appropriate assessments. **Goal:** Acquire program-specific equipment. **Outcome:** All students will have access to fitness center equipment by end of year 3. **Goal:** Provide a supportive extracurricular environment through community partnerships. **Outcome:** Students will access additional community resources available because of partnerships formed through PEP grant activities.

The following narrative shows how our proposed project will meet the PEP Absolute Priority, Competitive Preference Priority 2, as well as Invitational Priority 1, and will improve the activity levels and healthy habits of all MSD students.

## Project Narrative File(s)

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Monroe School District, Monroe, Wisconsin

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## **NEED FOR THE PROJECT**

### **(A) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed.**

Monroe, a town of 10,841, is located approximately one hour south of Madison, WI. The city has limited physical fitness facilities and recreation opportunities available to students beyond school property. Additionally, Monroe residents experience a higher rate of poverty (13.7%) than that of WI as a whole (12%). 40% of Monroe students qualify for free- or reduced-price lunch. Monroe School District (MSD) serves 2,719 students at eight schools: three elementary schools, one middle school, one high school, one virtual high school and two charter schools.

The purpose of MSD's Project FALL (Fitness, Adventure and Lifelong Learning) is to help students at all MSD schools master WI physical education, health and nutrition state Standards by addressing our School Health Index weaknesses and teaching to the data with engaging, integrated activity- and evidence-based curriculum. The result will be students who understand the connections among health, nutrition, and physical activity and have started lifelong habits of physical wellness.

Wisconsin (WI) has admirable standards for health and fitness. Updated in 2010, they include specific, achievable goals to increase our student populations' physical fitness, nutrition, and health comprehension and application. In a state where 62.8% of adults are overweight and approximately 30% of children are overweight or obese (CDC), our State Standards are excellent and make sense for our future. However, an alarming gap exists between our standards and reality.

Districts are not required to adhere to the State Standards and schools are not required to

collect fitness data such as BMI, student height, weight, etc. Because State Standards and fitness measures are not required, PE programs have extremely limited resources. There is little to no available funding. MSD has gaps in services and infrastructure they cannot close with existing resources. PE staff is able to continue programs at existing levels, but cannot expand or improve. Due to lack of funding for professional development, MSD teachers do not have access to the effective, data-based fitness and health curriculum and strategies that will benefit all their students. Table 1.1 shows the State Standards.

<b>Table 1.1 Wisconsin State Standards for Physical Education, Nutrition, &amp; Health</b>
<b><u>PHYSICAL EDUCATION (WSPE)</u></b>
1. Demonstrates competency in motor skills & movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies & tactics as they apply to the learning & performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves & maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal & social behavior that respects self & others in physical social settings.
6. Values physical activity for health, enjoyment, challenge, self-expression &/or social interaction.
<b><u>NUTRITION (WSN)</u></b>
A. Nutrition for Energy & Growth.
C. Critical thinking & practical reasoning.
D. Nutrition for health promotion of healthy behaviors.
<b><u>HEALTH (WSH)</u></b>
Standards that are pertinent to PEP grant
6. Students will demonstrate the ability to use goal-setting skills to enhance health.
7. Students will demonstrate the ability to use health-enhancing behaviors & avoid or reduce health risks.

While BMI and other fitness data collection are limited, MSD management worked with local school officials to collect and analyze data from a representative sample of students at each

<b>Table 1.2</b>	<b>Obesity Rate</b>
<b>Target Schools (3<sup>rd</sup> graders)</b>	
<b>Northside Elementary</b>	48%
<b>Abraham Lincoln Elementary</b>	46%
<b>Parkside Elementary</b>	42%
<b>Average Total</b>	<b>44.9%</b>

elementary school in the district. The results were disheartening. In the 2011-2012 school year after participating in required fitness tests, only 24% of elementary students received the Presidential Fitness Award and

only 37% received the National Fitness Award. Students were required to participate in basic activities such as the shuttle run, curl-ups, the endurance run or walk, and the sit and reach. Significantly, a *BMI sample of 107 third-grade students from Abraham Lincoln, Parkside and Northside Elementary schools revealed that almost half of them are overweight or obese. Our state's 60% overweight/obese rate starts young—and it starts here. Clearly, we are failing our students.*

Table 1.3 shows the MSD deficiencies in meeting State Standards that we have identified in our PE, nutrition, and health program.

<b>Table 1.3</b>	<b>Absolute Priority, SHI Gaps, State Standards, &amp; Magnitude</b>
<b>State Standards: Deficiencies</b>	
<b>Deficiency 1:</b> Existing health & fitness program lacks integrated, comprehensive curriculum that adheres to state standards. Existing program does not link learning in health & nutrition to learning in physical education to provide the most comprehensive possible program.	Absolute Priority 1 & 2a-e; SHI Modules 2, 3, & 4; PE Standards 1-6; Nutrition Standards A, C, & D; Health Standards 6 & 7.  <b>Magnitude:</b> Curriculum, infrastructure, & instruction.
<b>Deficiency 2:</b> Existing program lacks funding for regular professional development. Physical educators are not able to provide the most up-to-date	Absolute Priority 1 & 2a-e; SHI Modules 1, 2, 3, & 4; PE Standards 1-6; Nutrition Standards A, C, & D; Health Standards 6 & 7.

<p>curricula &amp; learning methods &amp; can currently only attend minimal training sessions &amp; conferences.</p>	<p><b>Magnitude:</b> Curriculum, infrastructure, &amp; instruction.</p>
<p><b>Deficiency 3:</b> Existing program lacks capacity &amp; resourcing for regular evaluation &amp; assessment. No capability to capture longitudinal data from GPRA performance measures &amp; fitness tests at a district-wide level.</p>	<p>Absolute Priority 2a &amp; c; SHI Modules 2, 3, &amp; 4; PE Standards 1, 2, &amp; 4; Nutrition Standards A, C, &amp; D; Health Standards 6 &amp; 7.</p> <p><b>Magnitude:</b> Curriculum &amp; instruction.</p>
<p><b>Deficiency 4:</b> Existing program operates with substandard fitness/nutrition equipment &amp; facilities for the number of students using said facilities. Equipment, facilities &amp; curriculum are not such that students graduate from MSD able to realistically implement state standards for physical fitness in their daily lives.</p>	<p>Absolute Priority 1 &amp; 2a-d; SHI Modules 2, 3, &amp; 4; PE Standards 1-6; Nutrition Standards A, C &amp; D; Health Standard 7.</p> <p><b>Magnitude:</b> Curriculum, equipment, &amp; instruction.</p>

Addressing these deficiencies by providing comprehensive health and fitness curricula, professional development for PE staff, updated equipment, and enlisting the help of family and the community will ensure that healthy physical practices become accessible and achievable for every child graduating from MSD, regardless of income level or beginning fitness level.

**SIGNIFICANCE**

**(A) The likelihood the proposed project will result in system change or improvement.**

To address the gaps and weaknesses outlined in Table 1.3, MSD proposes a bold, comprehensive set of goals and objectives that will involve stakeholders at all levels of the community. We believe student fitness is the result of cumulative effort on the part of parents, educators and local businesses. The goals and objectives below form Project FALL:

<p><b>Table 1.4 Improvement Plan: Address Weaknesses in Existing Program</b></p>	<p><b>Measurable Outcomes (Action Steps &amp; Measures of Success)</b></p>	<p><b>Assessment Tools &amp;References</b></p>
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<p><b>Goal 1:</b> To acquire &amp; implement a PE curriculum that directly aligns with the MSD improvement plan &amp; integrates instruction in healthy eating &amp; good nutrition, concepts of fitness &amp; health, increases students activity behavior, &amp; creates opportunities for the development of positive social/cooperative skills through participation in activity.</p>	<p><b>Action Steps/Objectives:</b> <u>Leverage</u> existing PE staff &amp; resources to provide integrated curriculum on fitness, nutrition &amp; health that is accessible, engaging &amp; meets State Standards. <u>Ensure</u> existing PE staff is prepared to deliver current, comprehensive health &amp; fitness concepts to students. <u>Acquire</u> curriculum that will allow students to master PE/health State Standards. <u>Provide</u> ongoing professional development to expose teachers to current best practices through professional development, workshop opportunities, &amp; conferences. <u>Provide</u> classroom activity breaks &amp; after-school curriculum to improve activity levels inside &amp; outside school.</p> <p><b>Measures of Success:</b> <u>Students</u> will improve by 45% in nutrition, fitness &amp; activity knowledge by the end of year 3. <u>Students</u> will collect &amp; analyze, with teacher, longitudinal fitness activity &amp; demonstrate 5% increase in physical activity. <u>Students</u> will increase physical activity behaviors, evidenced by 20% increase each year of the grant. <u>100% of students</u> will participate in new fitness activity designed under new curriculum.</p>	<p><b>Assessment Tools:</b> Summative assessments, 3DPAR, student moveable bands, data collection software (aggregate &amp; disaggregate data), student surveys, participation logs, fitness measurements, student portfolios (online), pedometer logs</p> <p><b>GPRA Data Points Addressed:</b> 1-3</p> <p><b>Deficiencies Addressed (Table 1.3):</b> 1-3</p> <p><b>Absolute Priority Addressed:</b> 1, 2a-e</p> <p><b>Design Filters (DFs) Addressed:</b> 1-6</p>
<p><b>Goal 2: Implement an online software assessment system to collect, collate &amp; analyze data at a district-wide level that</b></p>	<p><b>Action Steps/Objectives:</b> <u>Acquire</u> appropriate assessment software &amp; data collection tools. <u>Train</u> PE staff &amp; students on software use. <u>Provide</u> comprehensive training for PE teachers &amp; students on how to</p>	<p><b>Assessment Tools:</b> Collected data, student surveys, fitness reports, surveys from teaching workshops, student port-</p>

<p><b>informs student of progress &amp; implements effective program change. Determine program effectiveness during the grant period &amp; identify any remaining gaps to be addressed. Make changes in program instruction &amp; implementation according to findings. System will include online fitness planning component (e.g., fitness, activity, nutrition, hydration, sleep, fitness planning).</b></p>	<p>create fitness portfolios, collect &amp; analyze relevant data.</p> <p><u>Gather &amp; analyze</u> data 3 times per year in Year 1 &amp; twice per year in years 2 &amp; 3.</p> <p><u>Identify</u> achievement gaps &amp; weaknesses in the program by carefully analyzing data at an individual, group &amp; program level using data collection software.</p> <p><b>Measures of Success:</b> <u>100%</u> of PE educators &amp; students are trained to collect &amp; accurately record relevant data such as BMI, activity &amp; nutrition records. <u>100%</u> of PE teachers are trained to use data collection software to produce reports for Wellness Committee &amp; the public. <u>85%</u> of students (grades 6-12) will define how using fitness equipment improves their fitness. <u>100%</u> of students (grades 6-12) will perform pre/post fitness assessments &amp; collect information in data collection software. <u>85%</u> of students will show an increase in their activity as measured by data collection software</p>	<p>folios, fitness reports for students &amp; parents</p> <p><b>GPRA Data Points Addressed:</b> 1 &amp; 2</p> <p><b>Deficiencies Addressed (Table 1.3):</b> 1, 2, &amp; 3</p> <p><b>Absolute Priority Addressed:</b> 2a, b, c, &amp; e</p> <p><b>DFs Addressed:</b> 1-7</p>
<p><b>Goal 3: Implement a plan for student fitness to individualize &amp; motivate students to improve their fitness level that includes: fitness measurements, longitudinal data, staff development, &amp; policy improvement. Age-</b></p>	<p><b>Action Steps/Objectives:</b> <u>Increase</u> the number of teachers delivering curriculum in healthy eating &amp; proper levels of physical activity.</p> <p><u>Provide</u> professional development for PE educators, as well as time during the school year devoted to activity planning &amp; goal setting for both teachers &amp; students.</p> <p><u>Develop &amp; maintain</u> robust data collection</p>	<p><b>Assessment Tools:</b> Nutrition cognitive assessments, nutrition logs, moveable bands, scales, pre/post parent student reports, student fitness portfolios, updated Wellness Policy</p> <p><b>GPRA Data Points</b></p>

<p>appropriate fitness-oriented physical activities will be integrated into curriculum to improve fitness.</p>	<p>system. Increase students' understanding of healthy nutritional habits &amp; relationship of health, performance, &amp; appearance. <u>Provide</u> fitness planning as a tool to individualize fitness &amp; create the ability for independent management over time. <b>Measures of Success:</b> <u>85% of students</u> will improve in activities identified through chosen curriculum. <u>85% of students</u> (grades 6-12) will set reasonable goals &amp; monitor progress for the duration of the course. <u>90% of students</u> (K-12) will collect their BMI to provide longitudinal data to the district to track overweight/obesity status by end of year 1. <u>K-12 PE teachers</u> will receive ongoing training on updated curriculum &amp; techniques. <u>Teachers</u> will increase fitness activity in the classroom by 5% during each program year. <u>85% of students</u> will set goals &amp; use software to track &amp; manage their own fitness levels.</p>	<p><b>Addressed:</b> 1, 2  <b>Deficiencies Addressed (Table 1.3):</b> 1, 2, &amp; 3  <b>Absolute Priority Addressed:</b> 1, 2a, c, d, &amp; e  <b>DFs Addressed:</b> 1-7</p>
<p><b>Goal 4: Provide current nutritional &amp; fitness equipment needed to build a comprehensive program in PE that provides natural school to life transition for students. Equipment purchases will enhance program sustainability &amp; increase the</b></p>	<p><b>Action Steps/Objectives:</b> <u>Purchase</u> functional, modern &amp; safe equipment necessary to implement a comprehensive health &amp; fitness program that meets state &amp; national standards. <u>Train</u> PE educators in equipment use &amp; upkeep. <u>Utilize</u> equipment &amp; related curriculum to motivate students to increase activity levels, develop lasting healthy habits &amp; form positive mental &amp; social connotations with health &amp; fitness</p>	<p><b>Assessment Tools:</b> Fitness measurements, cognitive assessments, 3DPAR, moveable bands, student surveys, pedometer logs, data from data collection software, teaching workshop surveys  <b>GPRA Data Points</b></p>

<p><b>impact of the grant award after program conclusion.</b></p>	<p>activities that last a lifetime. <u>Provide</u> access to all, as well as experience in, current fitness equipment, so all students can transition into life with confidence.</p> <p><b>Measures of Success:</b> <u>100% of students</u> will demonstrate increased activity from the beginning of the course. <u>Students</u> (grades 4-12) will show a 10% increase in meeting health related standards as measured by identified curriculum. <u>100% of students</u> (grades 6-12) will perform pre/post fitness assessment &amp; collect information in data collection software. <u>100% of PE staff</u> will be trained on proper use of equipment.</p>	<p><b>Addressed:</b> 1 &amp; 2  <b>Deficiencies Addressed (Table 1.3):</b> 1-4  <b>Absolute Priority Addressed:</b> 1 &amp; 2a-e  <b>DFs Addressed:</b> 1-6</p>
<p><b>Goal 5: Provide a supportive environment for students to further their fitness &amp; health goals outside the classroom by deepening partnerships with local community leaders &amp; forming new ones as needed.</b></p>	<p><b>Action Steps/Objectives:</b> <u>Provide</u> increased out-of-school opportunities for students to engage in affordable fitness &amp; health-related activities by working with our identified community partners to allow access to gym memberships, cooking classes &amp; local recreation facilities. <u>Proactively create</u> health &amp; fitness-friendly policies on the Wellness Committee that are attainable &amp; sustainable beyond the grant period, such as increased time for classroom activity breaks, affordable local gym memberships for students &amp; families, healthy vending machines on campus &amp; healthy lunch choices in school &amp; school-related programs. <u>Work</u> with Wellness Committee to provide a school Wellness</p>	<p><b>Assessment Tools:</b> After-school program logs, 3DPAR, data collection software, student survey, Wellness Fair surveys  <b>GPRA Data Points Addressed:</b> 1-3  <b>Deficiencies Addressed (Table 1.3):</b> 1-3  <b>Absolute Priority Addressed:</b> 1 &amp; 2a-d  <b>Competitive Preference Priority Addressed:</b> 2  <b>DFs Addressed:</b> 1-6</p>

	<p>Fairs in years 2 &amp; 3.</p> <p><b>Measures of Success:</b> <u>5% of students</u> will participate in in-school &amp; out-of-school fitness activities developed through partnerships with community. <u>Students</u> participating in community- based fitness activities will demonstrate 20% increase in fitness activity over those not in community activities. <u>Parent</u> participation will increase through community based partnerships &amp; wellness fairs.</p>	
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## **QUALITY OF THE PROJECT DESIGN**

**(A) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.** Project FALL is designed to build on existing MSD strengths and address identified weaknesses in an efficient, effective manner. We will utilize existing staff and facilities and work closely with our community partners to develop lasting, mutualistic relationships that benefit students long after the grant period ends. Project FALL addresses components 1 and 2 of the PEP Absolute Priority. To address component 1 (instruction in healthy eating habits and good nutrition), Project FALL will implement nutrition, activity and fitness-related curricula aligned with WI physical education, nutrition and health standards combined with regular assessments to determine student understanding. To address component 2, the project will use a curriculum that is designed to produce (1) a Quality PE program that include fitness education and assessment, (2) instruction in physical activities that enhance social and emotional development, (3) development of cognitive concepts about physical fitness that support lifelong healthy lifestyle, (4) opportunities to develop positive social skills through physical activity, and (5) professional development opportunities for staff. **(2a)**

**Students will have access to PE/assessments that helps them improve/maintain their physi-**

**cal well-being.** We will provide instruction in fitness and health concepts using a research-based, successful curriculum that integrates best-practice fitness and health activities, key health concepts and intentional fitness and motor skill development. MSD will use data collection software to collect, analyze and aggregate meaningful data for dissemination to relevant stakeholders. Educators will receive ongoing training on how to use this software during each year of the grant. End-of-year assemblies will honor students showing improvement and/or meeting Healthy Fitness Zone(s) with Presidential Active Lifestyle Award (PALA+) certificates (DF 1-7). Necessary equipment includes sit and reach boxes, functional equipment (e.g., agility rings, medicine balls, step boxes), etc. **(2b) Students will have instruction in a variety of motor skills and physical activities designed to enhance their physical, mental, social or emotional development.** In addition to the integrated curriculum described in 2a, students will take personal responsibility for their fitness goals while participating in the fitness lessons by creating their own fitness portfolios and keeping track of personal health goals (6<sup>th</sup>-12<sup>th</sup> grades). Activities included in the curriculum develop team playing skills, motor skills and goal setting capabilities. To build infrastructure and increase sustainability, Project Fall will design and implement K-12 mastery benchmarks and holistic rubrics to assess student progress (DF 1-7). Necessary equipment includes poly spots, hula-hoops, cones, etc. **(2c) Development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle.** In addition to the integrated health and fitness curriculum described in 2a and 2b, each student in grades 6-12 will create a personalized health portfolio to identify and track health and fitness goals. Students will regularly log activity and nutrition to ensure they are on track with stated goals, and educators will track data using assessments such as the Presidential Youth Fitness Program (PYFP) and FITNESSGRAM. Students will regularly access onsite fitness equipment.

The curriculum outlined above is activity-based, meets NASPE standards and is designed to enhance motor skill development and goal setting skills (DF 1-7). Necessary equipment mentioned above. **(2d) Students will develop positive social and cooperative skills through physical activity participation.** Curriculum emphasizes team effort, goal setting and social physical activity. Students will take regular classroom activity breaks to engage in physical activity in a social setting (DF 1, 2, 4, 5, 6). Necessary equipment mentioned above. **(2e) Professional development for educators:** Staff will receive mandatory training in use of all necessary assessment tools, curricula, data analysis and fitness equipment, as well as travel to relevant state and local conferences each year of grant funding. Staff will train other staff on how to use relevant fitness equipment (train the trainer model). Staff will receive continued training in current best-practices for PE, nutrition, and health (e.g., best practices for inclusion of all students, lesson modifications that take individual/exceptional needs into account, technology integration, accurate/reliable evaluation procedures). Five staff members will attend the national and state AAHPERD Conference. Five staff will attend an advanced training workshop in the field (DF 1-7). **Competitive Preference Priority 2:** MSD will develop strong alliances and local community partnerships that align with the goals of Project FALL and increase project sustainability after grant funds are expended by deepening existing community ties to relevant partner agencies. MSD students will have access to nutrition education classes and additional fitness and health-related recreation opportunities via our community partners at the YMCA, Monroe Parks and Recreation, Christensen Farms, our Food Services Department, Monroe Clinic, Monroe Fire Department, the Green County Healthy Kids, Healthy County Coalition, and our Mayor's office. Elementary students will have regular access to after-school programs that incorporate age-appropriate health and fitness activities offered by the YMCA and Parks and Recreation. Chris-

tensen Farms is partnering with MSD to provide gardening classes for students in addition to health and nutrition education available through the MSD Nutrition Services Department. The Monroe Clinic Athletic Training Department has agreed to provide educational enhancement opportunities for our students. The Monroe Fire Department will allow students to use their training facility and obstacle course (The Maritz Center) to develop trust, physical stamina, and leadership skills. The Healthy Kids, Healthy County Coalition will work with the MSD Wellness Committee to form appropriate health and fitness policies. Finally, the support of our Mayor will ensure that policy changes in support of fitness and health go beyond school boundaries and have a lasting impact on the community. As a result, students will be responsible for their own health and fitness goals to ensure they become invested in development of a healthy lifestyle.

**(B) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.** In addition to adherence with absolute and competitive priorities, Project FALL reflects strategic goals and objectives outlined in ASCD's Whole Child Initiative (ASCD 2012) to produce a healthy, safe, engaged, supported, challenged and sustainable learning environment in schools. MSD is a registered *Let's Move!* Active School (*Let's Move!*), and will regularly employ research-based testing, such as that offered by the PYFP assessments to determine youth fitness levels. As a specifically health-related project, Project FALL employs the following best practices outlined by ASCD to ensure the health of the whole child. **School culture supports and reinforces health and well-being of each student (ASCD 2012).** Research has shown that stronger, comprehensive policy changes are needed in America's schools to change the direction of the obesity trend. Currently, outside food and beverages (those sold by vendors other than school cafeterias) are commonly available in all schools, and their nutritional content is not optimal. Additionally, physical activity can easily be added to school cur-

riculum without detracting from academic learning and adds physical and psychological benefits (Story, Nanney and Schwartz, 2009). MSD's Nutrition Services Director will work with PE staff to provide increased nutrition education opportunities for students, in addition to working with the Wellness Committee to increase the amount of healthy food options in school vending machines and in school meals. **School health-education curricula and instruction supports and reinforces the health and well-being of each student by addressing the physical, mental, emotional and social dimensions of health. School schedule, curriculum, and instruction support and reinforce the health and well-being of each student by addressing lifetime fitness knowledge, attitudes, behaviors, and skills.** Moderate to Vigorous Physical Activity (MVPA) in bursts throughout the day through mediums such as mandatory PE, classroom activity breaks, after-school activity programs, standardized PE curriculum and access to parks and recreation areas has been shown to improve levels of student fitness (Basset et al., 2013). MSD will implement these measures to maintain and increase student fitness levels. **School and environment support and reinforce the health and well-being of each student and staff member. School addresses the health and well-being of each staff member.** Project FALL will utilize methods outlined above to increase MVPA levels in target population. **School collaborates with parents and the local community to promote the health and well-being of each student.** MSD's identified community partners that will provide free extracurricular activities accessible to students after school and during the summer months by providing space and staff for after-school and summer programs. Support from parents and community members are crucial. Youth are 65% more likely to take partake in organized physical activity when encouraged by parents (Department of Health and Human Services, 2012). **School integrates health and well-being into the school's ongoing activities, professional development, curriculum, and assessment**

**practices.** Students and educators spend a majority of their time in a school setting. Ninety-five percent of youth are in a school setting for 6-7 hours per day (Department of Health and Human Services, 2012). School settings are an opportunity to implement best-practice, evidence-based physical-education activities. MSD's project implements best practices in a school setting, including annual school wellness fairs, classroom activity breaks, standards-based PE curriculum and modern PE equipment used with engaging, activity-based curriculum to increase activity and promote learning. Finally, Project FALL's Wellness Committee has utilized information from the Comprehensive School Physical Activity Program (CSPAP) Policy Continuum, part of the larger Coordinated School Health Model, to ensure their research translates to effective, district-wide policy change (AAHPERD, 2013).

**(C) The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements.** Project FALL is aligned with statutory purposes and requirements (2-7). **Requirement 2: Nutrition- and Physical Activity-Related Policies:** Current nutrition and wellness policy exists, but is limited and in need of expansion and review. Project FALL's policy implementation process is attainable, sustainable and aligned with stated grant priorities. MSD currently has a Wellness Committee formed in 2005. They combined with an existing Nutrition Committee in 2010 and meet approximately 6 times per year. Current activities include review and revision of existing Wellness Policy, menu revision and policy changes to provide healthier food choices on school grounds. While existing efforts are proactive, they are not comprehensive. Planned policy improvements include incorporation of physical activity mandates into school policies (e.g., classroom activity breaks, joint use agreements to provide space for active after-school programs, etc.) and increased time for student activity before and after school. Wellness Committee members will meet quarterly to review progress on stated goals,

provide third-party oversight and monitoring, and review aggregate assessment data from program participants (DF 2 & 3). **Requirement 3: Integration with Wellness Policy:** Wellness Policy exists, written in 2006, and comprehensively outlines nutrition, physical activity and PE goals for MSD (policy is included as an attachment to this narrative). Project FALL's goals directly align with stated Wellness Policy goals and provide new tools to implement them. Based on previous accomplishments, individual schools will develop customized site-based school-improvement plans. The goal is to add changes to 75% of the site-based school improvement plans by the end of the grant (DF 1-3). **Requirement 4: Linkages with Federal, State and Local Initiatives:** MSD is a *Let's Move!* registered school. MSD uses documentation from AAPHERD, ASCD Whole Child, and *Let's Move!* to shape policy decisions and provide direction when forming school wellness policies. Specifically, MSD uses guidelines from the USDA and the Comprehensive School Physical Activity Program (CSPAP) Policy Continuum and The Whole Child Healthy Indicators to produce optimal, best-practice policies aligned with GPRA performance measures (DF 1-6). **Requirement 5: Updates/enhancements to PE or nutrition education curricula:** PE curriculum enhancements are discussed in Project Design section A (DF 1-7). MSD will utilize HECAT/PECAT during the grant period. **Requirement 6: Equipment Purchases:** Equipment needed to enhance curriculum and meet state/national standards will be purchased for classrooms and the student fitness center by completion of year 2 (DF 1-4). **Requirement 7: Aggregate Level Data Availability:** Project FALL will regularly collect, analyze and disseminate data for review by the public, relevant committee members and school board using acquired data software system. To ensure that the project is accountable to all stakeholders, the Wellness Committee will provide consistent oversight and maintain flow of dependable, accurate data to public (DF 6 & 7).

## ADEQUACY OF RESOURCES

**(A) The extent to which the costs are reasonable in relation to the number of the persons to be served and to the anticipated results and benefits.**

Costs of the project were based on estimates for needed equipment, curricula and personnel required to implement the project goals outlined in the Significance section. Note: personnel and equipment are each listed multiple times, so totals are divided among goals.

<b>Table 1.5: Adequacy of Resources</b>	
<p><b>Goal 1:</b> To acquire &amp; implement a PE curriculum that directly aligns with the MSD District improvement plan &amp; integrates instruction in healthy eating &amp; good nutrition, concepts of fitness &amp; health, increases students activity behavior, &amp; creates opportunities for the development of positive social/cooperative skills through participation in activity.</p>	<p><b>Related Costs Outlined in Budget:</b> ½ of equipment, +1/3 of federal personnel costs, not including fringe (<math>\\$258,593 + \\$37,840/3</math>) = \$271,206. <b>Number of Students Served:</b> 2,719 <b>Cost per student:</b> \$99.74 <b>Results &amp; Benefits:</b> By the conclusion of the grant period, 100% of students in the target school district will participate in integrated health &amp; PE learning that is fully compliant with WI State Standards.</p>
<p><b>Goal 2:</b> Implement an assessment system to collect, collate &amp; analyze data at a district-wide level that informs student of progress &amp; implements effective program change. Determine program effectiveness during the grant period &amp; identify any remaining gaps to be addressed. Make changes in program instruction &amp; implementation according to findings.</p>	<p><b>Related Costs Outlined in Budget:</b> Evaluation costs (evaluation-specific equipment (\$72,834) + evaluation data collection, all years, (\$39,600) + qualitative evaluation, all years (\$22,500) = \$134,934. <b>Number of Students Served:</b> 2,719 <b>Cost per student:</b> \$49.62 <b>Results &amp; Benefits:</b> By the end of quarter one, assessments of students' aggregate progress &amp; fitness data will be available to parents, teachers, Wellness Committee &amp; the public. Data collection will be sustainable &amp; will not be a burden on existing staff. Data will provide a comprehensive picture of the state of student fitness &amp; health, as well as program effec-</p>

	tiveness at the individual & group levels.
<p><b>Goal 3:</b></p> <p>Implement a plan for student fitness to individualize &amp; motivate students to improve their fitness level that includes: fitness measurements, longitudinal data, staff development, &amp; policy improvement. Age-appropriate, fitness-oriented physical activities will be integrated into curriculum to improve fitness.</p>	<p><b>Related Costs Outlined in Budget:</b> 1/3 of personnel costs (federal funds, not including fringe: <math>\\$37,840/3 = \\$12,613</math>)</p> <p><b>Number of Students Served:</b> 2,719</p> <p><b>Cost per student:</b> \$4.63</p> <p><b>Results &amp; Benefits:</b> Students will be empowered to take charge of their own fitness &amp; health goals through creation of fitness portfolios. They will have access to enjoyable, engaging tools &amp; curriculum that build awareness of daily health &amp; fitness-related choices.</p>
<p><b>Goal 4:</b></p> <p>Provide current nutritional &amp; fitness equipment needed to build a comprehensive program in PE that provides natural school to life transition for students. Equipment purchases will enhance program sustainability &amp; increase the impact of the grant award after program conclusion.</p>	<p><b>Related Costs Outlined in Budget:</b> equipment: <math>\\$517,186/2 = \\$258,593</math></p> <p><b>Number of Students Served:</b> 2,719</p> <p><b>Cost per student:</b> \$95.10</p> <p><b>Results &amp; Benefits:</b> 100% of students in target schools will have access to appropriate, safe equipment. Equipment will be accessible on weekends &amp; during school breaks for additional recreational use by various after-school &amp; extra-curricular programs. Equipment will allow students to pursue stated fitness &amp; health goals &amp; perform activities demanded by new curriculum &amp; outlined in State Standards.</p>
<p><b>Goal 5:</b></p> <p>Provide a supportive environment for students to further their fitness &amp; health goals outside the classroom by deepening partnerships with local community leaders &amp; forming new ones as needed.</p>	<p><b>Related Costs Outlined in Budget:</b> 1/3 of personnel costs (federal funds, not including fringe: <math>\\$37,840/3 = \\$12,613</math>)</p> <p><b>Number of Students Served:</b> 2,719</p> <p><b>Cost per student:</b> \$4.63</p> <p><b>Results &amp; Benefits:</b> Increase number of students using partner resources by 25% by end of grant period. Increase student exposure to new opportunities for</p>

	health & fitness activities by working with community partners to provide engaging resources such as cooking classes, in-service activity days & affordable community recreation facilities.
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## QUALITY OF THE MANAGEMENT PLAN

**(A) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

MSD will manage PEP funds, oversee project compliance and implementation, and ensure project deliverables are provided on time and on budget. Table 1.6 (below) outlines the management plan aligned with the SHIP. Observed milestones are aligned with priorities outlined in the federal register. The following leadership team members will implement key facets of the management plan. However, we expect to implement the goals outlined in our SHIP with the help of the entire community.

**PEP Grant Leadership Team:** PEP Manager (PM), John Ditter. Time: 0.60 FTE. Provide the leadership, management, and record-keeping skills and guidance for successful implementation of a quality Carole M. White PE Program Grant. Assist in the preparation of grant research, materials, and reports. Administer the development, implementation, and monitoring of program, including reporting and communication as needed. PEP Coordinator (PC), Dr. Daniel Keyser. Time: 0.20 FTE. Oversee goals and objectives of the grant. Oversee training and travel, approve equipment, review and balance the budget, finalize evaluation reports as needed. Report grant results to school board, Wellness Committee and community partners as needed. After-school Leaders: TBD. Time: 0.25 FTE. Manage goals and objectives of after-school programs. Oversee students in respective programs; implement activities and fitness/health-based education sessions to ensure programs are aligned with district curriculum and goals. Reports to PEP Manager. Fit-

ness Center Staff: TBD. Time: 0.25 FTE. Supervise student Fitness Center before and after school. (Fitness center equipment purchases are part of upgrades related to goal 4.) Ensure student safety and equipment maintenance. Wellness Committee: This representative body is made up of teachers, administrators, appropriate staff members, and representatives from MSD community partnerships. They will meet once per quarter to review progress made on the stated goals and timelines outlined in the PEP grant application. The committee will provide recommendations to the PEP Manager, coordinator, after-school leaders and fitness staff and provide oversight and perspective. Additionally, the Wellness Committee will work with MSD staff to write and implement comprehensive, realistic school physical activity policies at the district-level. These policies will directly impact the amount of time students spend engaging in physical activity, the availability of school grounds for extracurricular activities, and the availability of nutritious food choices on school grounds. Committee members include: MSD PE Teachers: Noel Herbst, Rudy Bernet, John Ditter; MSD Health Teacher, Ryan Thompson; MSD Nutrition Services, Eric Ekum; MSD Counseling/Social Services, Jeriamy Jackson; Orthopedic Surgeon, Dr. Lance Sathoff; Athletic Trainers, Eric Katzenberger and Britney Hansen; MSD Service Integration Specialist, Mary Berger; MSD Nurse, Susan Anderson; YMCA Executive Director, Aaron Phillips; City Recreation Director, Marge Klinzing; Parent, Charlie Bauman; Monroe Clinic Human Relations, Craig Hoesly; Monroe Clinic Well Coordinator, Amanda Lange; MSD Superintendent, Cory Hirsbrunner; MSD Director of Curriculum, Dan Keyser; MSD Business Administrator, Ron Olson; MSD High School Principal, Rick Waski; MSD Asst. High School Principal, Robin McLeish; and MSD Athletic Director, Dave Hirsbrunner. Evaluation Team: Independent team will work with MSD staff to measure project benchmarks and goals using a variety of best-practice quantitative and qualitative methods, such as cognitive assessments, student sur-

veys, site interviews, site visits, and review of student fitness portfolios, nutrition logs and fitness assessments.

<b>Table 1.6: Management Plan</b>	<b>Party Re- sponsible</b>	<b>Observed Deliverables</b>
<b>Goal 1:</b> Standards-based, integrated curriculum	PEP Manager, PEP Coordinator, Internal Staff	Students will have access to engaging curriculum that provides concrete concept management in target areas, including nutrition, fitness, healthy eating & physical activity. This material will be available in all classes by the end of Q1. <u>Milestone:</u> Improved health via activity-based learning & mastery of State Standards. (Year 1)
<b>Goal 2:</b> Accurate, regular assessment	Evaluation Team, PEP Manager, PEP Coordinator	To accurately gauge student mastery of State Standards & monitor program implementation, appropriate MSD staff will receive software/data training. PM & purchasing department will solicit bids. PM will arrange trainings & liaise with IT staff. Evaluation team will utilize appropriate assessment tools. <u>Milestone:</u> Longitudinal data that encompasses all MSD students will be collected, & will be utilized to better understand student nutrition, fitness, & activity levels. (Years 1-3)
<b>Goal 3:</b> Student motivation & comprehension	After-school Leaders, Fitness Center Staff, PEP Manager, Internal Staff	PEP Manager will work with relevant staff members to ensure that curriculum makes an impact beyond the classroom. Internal staff, fitness center staff & after-school leaders will review appropriate assessment measures to ensure students make the connection between physical health & mental & social well-being. <u>Milestone:</u> Infrastructure development is a critical change/sustainability component that will enhance the status of PE as a valuable curricular component, equal in value to core subjects. (Years 1-3)
<b>Goal 4:</b> State standard-aligned, safe equipment to	PEP Manager, PEP Coordinator	Functional fitness, nutrition, evaluation, & after-school program equipment usage will be aligned with State Standards. PC will manage bids/purchases. PM will oversee receiving, distribution, placement, set-up, & maintenance. <u>Milestone:</u> Equipment is a crit-

promote activity		ical plan objective, necessary for program change & for students to naturally transition from school to life.
<b>Goal 5:</b> Community involvement, including parents	Wellness Committee, PEP Manager, PEP Coordinator	Wellness Committee will have their first meeting within 30 days of grant award. Committee will meet every quarter throughout grant period to discuss relevant program goals, blockers, & milestones & provide oversight & shape appropriate policies. <u>Milestone:</u> An effective committee that researches, recommends, & initiates policy improvements to the school board. (Years 1-3)

Project FALL will adhere to the following **project timelines:**

<b>Table 1.7 Category</b>	<b>Year 1</b>	<b>Personnel</b>	<b>Tasks</b>
<b>Budget Management</b>	Sept	PC & PM	Meet with accounting. Prepare account with Dept. of Education & design budget template.
<b>Professional Development</b>	Oct	PC & PM	PE, after-school, & early learners curriculum, online data collection software, eLearning, etc.
<b>Software Implementation</b>	Oct - Nov	PM & IT Staff	Import student data into new online software, set up regular student info updates, & train teachers/admin.
<b>Equipment Acquisition</b>	Oct - Nov	PM & PE Teachers	Inventory PE equipment, compile list of vendors, obtain bid protocols, order pedometers, etc.
<b>Wellness Committee</b>	Nov	PC & PM	Arrange calendar, agendas, location, etc.
<b>After-school Program</b>	Nov - Feb	PM	Order curriculum & equipment, reviewing staffing needs, train staff, & implement new curriculum.
<b>Community Partners (CP)</b>	Dec - Feb	PM & CP	Plan annual activities (health fairs, walking club, etc.) to implement after school & during lunch.
<b>Nutrition Services Department</b>	Feb	PM & Food Serv.	Increased nutrition education opportunities & healthy food options in school vending machines & meals.
<b>Classroom Activity Breaks</b>	Jan	PC & PM	Train principals & PE/classroom teachers in effective use of classroom activity breaks.
<b>Curriculum</b>	Jan	PM	Assemble appropriate staff & design training.

<b>Evaluation</b>	Sept	PM	Meet with evaluators & develop evaluation timeline.
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Furthermore, our research and evaluation component will provide all stakeholders with valid data to analyze and results to use for program decisions (Years 1-3). The ability to implement student assessment aligned with instruction will be the final building block needed for MSD to bring a Quality PE program to fruition. To assist in verifying progress and making subsequent alterations, independent evaluators will create reports that will be condensed and made available to the school board, administrators, teachers, Wellness Committee, and community. Independent evaluators will follow research parameters required by the Department of Education. PM and PE teachers will conduct required GPRA data collection. MSD has drafted a comprehensive assessment schedule for PE and classroom teachers along with a pedometer distribution schedule that includes a timeline for completing activity and pedometer logs and student surveys. PM will construct parent/teacher communication methods and will oversee evaluation equipment distribution, collection, and replacement.

## **QUALITY OF PROJECT EVALUATION**

**(A) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.** The evaluation team will use a research-based selection of quantitative and qualitative methods to measure project impacts, assess weaknesses and monitor benchmarks and goals. Evaluators have assembled a suite of data collection instruments and protocols and will develop/adapt instruments as needed to collect and report data to support ongoing improvement. Tools listed below will be used to measure project impact and monitor progress.

<b>Instrument</b>	<b>Timeline</b>	<b>Constructs Measured</b>
Pedometer Logs	Yr 1: Base-line + 2	Daily activity
3DPAR		Daily activity

Standardized Fitness Protocols	Yr 2:	Fitness
Nutrition Surveys (age appropriate)	Pre/Post Yr 3: Pre/Post	Fruits & vegetables consumption
Student Surveys	Yearly: Pre/Post	Attitudes/behaviors/health awareness
Teacher Surveys	Yearly: Pre/Post	Implementation & needs
Student Focus Groups	Year 2	Perceptions/knowledge/understanding
Teacher Focus Groups	Years 1 & 3	Implementation
Administrator/Stakeholder Interviews	Years 1 & 3	Implementation/sustainability
SOFIT	Years 1 & 2	MVPA/Promotion of activity
School-Health Advisory Council Survey	Yearly	Implementation/sustainability
Document Analysis (policy, curricula, logs)	Yearly	Implementation; Participation
Activity Spaces Environmental Audits	Years 1 & 2	Support of quality PE
Cafeteria Audit	Yearly	Changes in school nutrition
Parent Surveys	Yearly	Student behavior change
Cognitive Assessments	Pre/Post Units	Fitness/Nutrition Knowledge

**GPRA Measures:** Probability samples will be drawn for each trial and steps taken to ensure a response rate >80%. GPRA data will be collected 7 times: In year-one, data will be collected for a baseline and twice during the year (mid- and end-of-year). Data will be collected at the beginning of the school year in years one and two.

<b>GPRA</b>	<b>Instrument/Targets/Analysis</b>
<b>Activity</b>	a. Pedometers track daily steps (K-12); Pass = 9100 steps or more on each day of trial b. 3DPAR (5-12); Pass = 60 minutes or more of MVPA on log Analysis: Scores for pedometer & 3DPAR merged; Pass = pass on either measure
<b>Fitness</b>	Data collected from all students; Results reported for both sampled & population Performance on selected fitness measures will be scored using <i>PYFP website</i> benchmarks

	Analysis: Pass = students who meet/exceed the target on 5 or more fitness measures
<b>Nutrition</b>	<p>a. YRBS survey items used to measure fruits &amp; vegetables consumption (older students)</p> <p>b. A survey for young children has been developed</p> <p>Analysis: Responses scored using US ED guidelines for passing (fruits &amp; vegetables scored)</p> <p>Pass = Students passing fruits &amp; vegetables pass on this measure</p>

Data will be collected according to the timeline above and analyzed to determine the extent to which project goals and benchmarks are being met. The measures for each goal are:

<b>Goals</b>	<b>Measures</b>
Quality PE	GPRA Measures, Cognitive Assessments, SOFIT, Focus Groups, Document Review (e.g., Curriculum Maps, Policies), Teacher & Student Surveys, Logs.
Nutrition/Fitness	Focus Groups, Parent/Guardian Survey, Nutrition Assessments, Nutrition Logs, YRBS, Publicity of Events, Event Attendance Logs, CWC Survey.
Motivation	Student Survey, Site Visit, Document Review, Cognitive Assessments, Goal Setting, Pre/Post Student FITNESSGRAM Report, Nutrition/Activity Logs, Student Portfolios, Wellness Policy.
Portfolios	Document Review, Teacher/Student Surveys, WELNET use, Online Student Portfolio, Longitudinal Data, Student/Teacher Focus Groups, CWC Meeting Minutes, School Board Meeting Minutes.
Equipment	Site Visit, Fitness Measurements, Pedometer/Fitness Logs, Cognitive Assessments, Student Survey, Teacher Survey.
Community collaboration	CWC Survey, Site Visit interviews, Attendance Logs, After-school Logs, Activity Logs, Student Survey.

**Reporting, Progress Monitoring, and Accountability:** Progress reports on GRPA and project goals will be submitted each program year. These reports will monitor and document program implementation to assist strategic planning efforts. Reports will provide all data (graphically and textually), explanatory information, timelines, and analyses of progress. Evaluators will gain quantitative data from year two and three trend reports and contextual quantitative data from in-

interviews and yearly site visits. Site visits, iteratively designed, will provide findings to monitor progress, i.e., benchmarks and objectives, to achieving desired outcomes. Areas to be assessed include environmental, logistical, perceptual, and knowledge. These process measures will assist in determining:

- 1) Project relationship to appropriate community, state and federal resources.
- 2) Resource allocation, e.g., are those with the greater needs receiving greater resources?
- 3) Opportunity equitability; motivation for learning and behavior change
- 4) The impact of the School Health Advisory Committee, both short-and long-term?
- 5) The effectiveness of professional development and district-wide teacher collaboration.
- 6) Facilitators and enablers of implementation.

Findings and reports will be available to instructors via a secure site. This site will be continuously updated and will provide material for program dissemination and public consumption, as well as materials for community outreach efforts.

Data analysis in year three will answer the following evaluative questions:

- 1) Did the program develop, expand, and improve PE K-12?
- 2) Did program address State Standards and did students make progress toward them?
- 3) Did the program teach healthy eating habits and good nutrition?
- 4) What were the particular strategies and focus areas of the project?
- 5) To what extent did the program achieve the recommended guidelines on dosage/duration?
- 6) How engaging and fun did students find the program?
- 7) What lessons were learned that will be helpful to others trying to achieve similar goals?

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# Aaron K. Phillips

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## Education

**Executive Masters**, Springfield College, Springfield, MA  
1/2008-6/2009

**Bachelor of Arts Degree**, William Penn College, Oskaloosa, IA  
Major: Recreation Minor: Health • Certified Coaching Endorsement

**Associate of Art Degree**, Indian Hills Community College, Ottumwa, IA

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## Areas of Expertise

- Successful accomplishments in all facets of club management: membership levels/satisfaction, financial strategies, facility improvements/maintenance, program development, strategic planning and operations.
- Developed superior staff with specific effort to recruit, educate and retain valued employees.
- Extremely customer-focused—able to develop instant rapport and build lasting relationships with prospective and existing members.
- Most comfortable in environments that requires heightened levels of integrity, leadership, compassion, resourcefulness and responsibility.

## Professional Experience

Mahaska County YMCA – Oskaloosa, IA  
**CEO**

9/2002 to 1/2010

Hold leadership responsibility for association's strategic direction, financial stability, community relations, staffing, development, planning, training, facilities, operations, communications, and technology systems. Recruit, hire, and retain a diverse and competent team of staff and volunteers. Create, shape and track strategic direction and business plan against new and standing initiatives. Report directly to the Board of Directors.

- Served as a liaison to William Penn University, providing membership to all on campus students and building a bridge between different ethnic cultures within the community.

## Aaron K. Phillips

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- Expanded fitness facility in 2003 and raised over \$80,000 to purchase state of the art equipment.
- Constructed children's fitness area via \$50,000 in fundraising efforts and recognized as the first YMCA in Iowa with dedicated room for youth fitness.
- Increased Annual Campaign from \$28,000 to \$48,000 to date.
- Implemented collaboration with public school system for various new programs
- Developed community involvement in weight loss program in collaboration with local businesses
- Created off-site revenue source for annual scholarship campaign

Bos Landen Athletic Club – Pella, IA  
**Owner/President**

10/2000 to 1/2003

Full profit and loss responsibilities for full-service athletic club with 180+ members. Direct entire operation, all financial affairs, all facilities management and complete program development and operation. Achieved increases in new memberships and retention by driving forward efforts to enhance member service and participation. Operate with the highest standards for quality and service.

- Boosted gross profit margin by approximately 20% in 2 years.
- Initiated capital improvements, remodeled office space for facility use, purchased new quality equipment and sold non-profitable equipment.
- Partnered with ABC Financial Service to handle membership dues and increase payment efficiency
- Continued to serve as a Personal Trainer maintaining a consistently high member retention rate

Bos Landen Athletic Club – Pella, IA  
**Director**

9/1997 to 10/2000

Provide comprehensive leadership and guidance for overall daily club operations. Direct all staffing, member service, financial reporting/analysis, budgeting, scheduling, and property management operations. Continue to provide consultation, education and motivation to members resulting in improved health status and positive lifestyle changes.

- Built and developed a highly effective team of 25 employees by recruiting, hiring, training and evaluating quality individuals.
- Implemented APEX nutrition/fitness program which includes cardiovascular and resistance training. Develop effective marketing strategies to generate new business and closely monitor entire program to enhance member satisfaction. Certified Personal Trainer for Apex Fitness Group, Inc.
- Launched Massage Therapy Program, a value-added service which increased cash flow and profits.
- Introduced new profit centers including cardio-kick boxing, yoga, pilates, body pumping, aerobics, self-defense and tanning.
- Established successful Internship Program with Central College and William Penn University.
- Collaborated with other resort entities to define, develop and coordinate goals and objectives.

# Aaron K. Phillips

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Ankeny YMCA – Ankeny, IA  
Program Director—*Aquatics*

3/1996 to 9/1997

Directed all aspects of aquatic activities and active older adults programs on and off site. Hired, trained, supervised and evaluated a staff of up to 30 part-time employees. Developed and managed a \$90K operating budget and met/exceeded budget revenues for assigned programs. Supported the mission statement and values of the YMCA and strove to attain the highest level of quality.

- Created and implemented new programs which increased participation, including Active Older Adults Day.
- Led YMCA certification training programs.
- Heavily involved in community outreach program with Ankeny High School.
- Recruited/coordinated volunteers for special events, served on volunteer program committee and achieved Partner With Youth and volunteer staff budget goals.
- Directed Lifeguard and Swimming Lesson programs for surrounding YMCAs and communities.
- Supervised Kevin Kelly Memorial Swim Meet and assisted with YMCA Healthy Kids Day, YMCA Kid's Triathlon and YMCA Saturday Night Live.

Bos Landen Athletic Club – Pella, IA 7/1995 to 3/1996  
Personal Trainer

Developed and implemented training programs for approximately 20-30 new members per month which included health and wellness consultation, analysis, evaluation and education. Generated action by motivating diverse individuals to identify personally with key objectives.

## *Additional Experience:*

**Adjunct Instructor, William Penn University – Oskaloosa, IA (2003-Present)**

## **Certifications**

Advanced Club 5-Day Business School; 1998, 1999, 2000	YMCA Swim Official Level I; 1991-1994
YMCA Strength Training Instructor; 1994	YMCA Fitness Leader; 1994-Present
Principles of YMCA Health & Fitness; 1995	Red Cross Lifeguard; 1997, 2008
BALC/Principles of Y AQ Leadership; 1996	Progressive Swimming Instructor; 1996
YMCA Lifeguard Instructor; 1996	Program Trainer Orientation; 1996
Skippers Swimming Instructor; 1997	Progressive Swimming Instructor; 1997

# Aaron K. Phillips

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Understanding the Mission; 1997

YMCA Group Work; 1997

Lifeguard Ins. Acknowledgement Form; 2001

Black Belt in Judo and Karate

Adult CPR, American Red Cross; 1990, 2008

Lifeguarding, American Red Cross; 1990

First Aid, American Red Cross; 1990, 2008

Safety Training for Swim Coaches; 1992

## Community Involvement

Kiwanis Member (2003-Present); Vice President (2004-2005); President (2005-2006)

United Way Agency Board Chair (2004-2005)

United Way Board Member (Present)

Oskaloosa Christian School Finance & Endowment Committee (2004-2006)

Oskaloosa Christian School Auction and Bake Sale Committee (2004-2006)

Third Reformed Youth Group Leader for High School (2003-2004)

Lacy Youth Fulfillment Committee Chair (2006-Present)

Lacy Advisory Board (2007-Present)

YMCA Swim Team Coach (2002-Present)

NCAA Swimming Official (2002-Present)

YMCA Competitive Swimming Rules Committee Member (2002-Present)

YMCA Football Program Coach (2004-2007)

Silver Sneakers Instructor (2007-Present)

Volunteer for Crisis Intervention, Central College Upward Bound (2002-2003, 2007)

Stress Management Class, Oskaloosa Football Camp (2004)

Self-defense Instructor for Mahaska County YMCA/Cargill, Inc. (2001-2007)

# Amanda J Lange, MPH, CHES

(b)(6)

## Education

Walden University – Minneapolis, MN

Masters of Public Health, March, 2012

University of Wisconsin La Crosse – La Crosse, WI

Bachelors of Science – Community Health Education, December 2007

## Certifications

Community Health Education Specialist (CHES), October 2009 - Present

## Professional Experience

Monroe Clinic, January 2012 - Present

### Wellness Specialist

- Facilitate and standardize the implementation and delivery of wellness program for Monroe Clinic employees and spouses
- Implement and evaluate programming including but not limited to: Wellness Program Activation, Health Risk Assessment survey and reporting process, targeted health promotion and educational activities, web based health information tools, ongoing services management and program evaluation
- Assist in onsite clinic services delivery for Monroe Clinic corporate wellness
- Administer Automated Claims Based Outreach-PHYTEL
- Participate in strategic planning for Monroe Clinic to position clinic as the leader in wellness in the community
- Provide expertise and direction to team for planning, coordinating, communicating and implementing workplace health promotion programs in community businesses

Taylor County Health Department, Graduate Practicum Experience, September 2011 – February 2012

- Capstone: Alcohol and Other Drug Abuse (AODA) Program Evaluation & Recommendations
- Health Department strategic planning; Public Health Accreditation process
- Healthy People Taylor County Initiative; Wellness Coalition
- WIC Clinic observation; Restaurant and School Health Inspections

Trotter Wellness®, February 2008 – December 2011

Wellness Account Manager, Optimal Health Coach

### Account Management Tasks

- Facilitate and standardize the implementation and delivery of new and existing client's Wellness Management Programs including but not limited to: Program Activation, Health Risk Assessment survey and reporting process, activation of health coaching, targeted health promotion and educational activities, web based health information tools, ongoing services management and program evaluation
- Coordinate with contacts and refer to resources to ensure fulfillment and renewal of services
- Provide expertise and direction to team for planning, coordinating, communicating and implementing client workplace health promotion programs based on population health risk data and program goals and objectives
- Analyze, develop, and present aggregate reporting to develop, support and implement wellness programs
- Provide support to Business Development team including design, proposal and presentation delivery and contracting processes for new health management client opportunities
- Manage and facilitate quality assurance measures for all client deliverables
- Provide professional, telephonic and face to face consultation to promote healthy lifestyles and facilitate behavior change for participants in Trotter Wellness clients' corporate wellness programs

### Additional Management Tasks

- Develop protocols for Wellness Program Management department regarding: orientation, staff scheduling and client assignments, productivity measurement and performance management
- Work collaboratively with the Director of Health Coaching and Director of Client Services to ensure smooth internal department operation and exemplary client service standards are upheld
- Assist in Wellness Program Management staff recruitment, including telephonic and onsite interviews, and recommendations for hire
- Serve as coordinator and resource for the training of new hires
- Maintain staff management responsibilities including: orientation, staff scheduling and client assignments, productivity measurement and performance management

### **Sheboygan Falls YMCA, May 2008 – May 2009**

#### **Program Assistant**

- Generated programming and ideas for membership enhancement for the fitness department
- Developed supporting materials for fitness programming including, but not limited to posters, brochures, tracking sheets and supporting research
- Expanded knowledge of the YMCA's beliefs, mission, vision and goals

### **Gundersen Lutheran Health System, Internship Experience, Fall 2007**

- Facilitated in staff and patient education, women's health programming and planning, program evaluation and education evaluation
- Assisted in event planning and implementation of: The Women's Health Expo, Mother/Daughter Tea, Women's Advisory Boards, Women's Health Center, Childbirth Education, and Patient & Staff Education

### **North Country Steak Buffet, April 2004 – February 2008**

#### **Server, Shift Coordinator**

- Duties included customer service, food preparation, managerial duties, delegating tasks and leading coworkers

### **School District of La Crosse, August 2006 – December 2007**

#### **La Crosse Logan High School Volleyball Coach**

- Provided high school aged athletes with comprehensive sport training and preparation for multilevel sport competition

### **Curves of La Crosse, May – September 2006**

#### **Desk Attendant**

- Duties included opening of facility, desk attendant, and service as a fitness resource to members

## **Educational Experience**

### **Eta Sigma Gamma, National Student Health Education Honorary Club, November 2005 – December 2007**

- Facilitated communication, discussion, and exchange of ideas between individuals and groups on the content and process of health science and health education
- Recognized for service and academic achievement
- Developed and implemented new strategies, materials, and programs to further health education for campus students
- Conducted research around current trends in health prevention
- Upheld high professional standards and ethics for members of the profession

### **Education Committee Co-Chair, Eta Sigma Gamma, May 2006-Fall 2007**

- Created and implemented community health education activities, worked in alliance with Colleges Against Cancer, and the American Cancer Society, participated in volunteer activities and fundraisers
- Maintained above a 3.5 major GPA to remain a member of the honorary society
- Assisted in Tanning Research Pilot Study and writing of a tanning information survey

### **Community Health Education Coursework**

- Completed a variety of projects that align with assessment, planning, implementation, behavior change, evaluation, coordination, acting as a resource person, communication and integration

### **Grant Writing Committee, Fall 2006**

- Participated in the grant writing process

### **Teens Against Tobacco Use, (TATU), Spring 2006**

- Conducted after school sessions with children to teach tobacco awareness and cessation information

## **Conferences & Continuing Education**

- National Wellness Conference, July 2012
- Webinar: Using Virtual Worlds with Health Improvement Programs, September 2010
- Webinars: Wellness and Health Coaching: Competencies for Healthcare and Wellness Professionals, Nov 2009; Motivational Interviewing and Health Behavior Change, April 2009; Maintaining Worksite Wellness Program Support in These Challenging Economic Times, April 2009
- Fred Pryor Seminar: Essential Skills for First-Time Managers and Supervisors, May 2009

## **Volunteer Experiences**

- Well-Child Clinics, Madison, WI, April 2007
- Relay for Life, American Cancer Society, Team Captain, Planning Committee, 2007
- World Aids Day Memorial Service, Service Committee, 2005
- Note taker for a hearing impaired individual at University of Wisconsin – La Crosse, 2004-2005

# Charlie Baumann

(b)(6)

## Career Information

**Monroe Middle School, Monroe, WI – Math Instructor**

2011-present

**The Swiss Colony, Monroe, WI – Executive Management**

1990-2010

Hired in 1990 as Manager of Customer Development. Promoted twice before becoming Vice President of Credit and Database Marketing in 1995. Led spin-off as President of a new, affiliated company, IMS, in 1998. IMS grew to be highly profitable and employed more than 370 at headquarters and Iowa subsidiary. Responsibilities included strategic planning, organizational development, and marketing strategy with a focus on using quantitative methods to maximize our clients' profits. Currently a shareholder and member of board of directors.

**Andersen Consulting, Chicago, IL – Senior Consultant**

1989-1990

## Education

- Master of Arts in Teaching degree from Cardinal Stritch University, 2011.
- University of Wisconsin-Madison, Executive MBA, 1995.
- Northwestern University, M.S. Direct Marketing, 1989. Graduated with Highest Distinction.
- Northwestern University, B.A. Economics, 1987. Graduated Phi Beta Kappa with Highest Distinction. 3.87 GPA.

## Community Involvement

- Monroe Excellence in Education Foundation – current board member and president
- Green County Family YMCA Foundation – current board member
- Kubly Family Foundation – current board member
- Mike Muranyi Junior Golf Foundation – current board member and treasurer
- Association for a Better Community and Schools – co-founder of group formed to support school referendum in Monroe in 2007
- Green County Family YMCA – past president and board member
- Big Brothers and Big Sisters of Green County – past president and board member

# Brittney Hansen

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(b)(6)

## EDUCATION

### **University of Wisconsin Milwaukee—Milwaukee, WI**

Bachelor of Science in Kinesiology, SUBMAJOR Athletic Training

Licensed Athletic Trainer in State of Wisconsin and Illinois

Certified Strength and Conditioning Specialist

American Heart Association Healthcare Provider BLS CPR & AED renewal issued 10/31/2012

## WORK EXPERIENCE

**Athletic Trainer**, Monroe Clinic, Monroe, WI (January 2010- Present)

**Licensed EMT**, Lifestar Emergency Services, West Bend, WI (February 2009-January 2010)

**Personal Trainer**, Sneakers Health and Fitness, Germantown, WI (June 2008-January 2010)

## COMMUNITY INVOLVEMENT

**Monroe Clinic** (2010 – present)

**Outreach Athletic Trainer.** Through this position at the Monroe Clinic, emergency and sports medicine services are provided to the surrounding schools as well as at large community events such as 5K's.

**Green County EMS** (2010 – present)

**Licensed EMT.** Green County EMS is a private, non-profit volunteer community service organization providing quality pre hospital emergency care and education.

# Cory A. Hirsbrunner, Ed.D.

(b)(6)

## Objective

To obtain a position as a Superintendent where I am able to utilize my educational experiences and leadership to maximize student achievement, learning opportunities for all students, encourage shared decision-making and welcome parent and community involvement.

## Education

- Ed.D., **Doctor of Education in Educational Leadership**, Edgewood College, Madison, WI - May 2007
- MS. **Master of Science Graduate Certificate in Education Administration and Policy Analysis**, University of Wisconsin- Madison, Madison, WI - June 2000
- MSE, **Master of Science in Education - Reading Teacher 316**, University of Wisconsin-Platteville, Platteville, WI - August 1998
- BS, **Bachelor of Science in Elementary Education**, University of Wisconsin-Platteville, Platteville, WI - December 1991

## Professional Experience

### Superintendent

July 1, 2012 to Present

### Director of Curriculum & Instruction

2009 to Present

School District of Monroe, Monroe, WI - As the Director of Curriculum and Instruction for the School District of Monroe, I am responsible for curriculum and instruction in all grade levels and subject areas district-wide. My experiences utilizing student achievement data has helped support instructional decisions that enrich learning experiences for all students. It is my responsibility to oversee the implementation of the State Standards as well as the connection and correlation of curriculum, instruction and assessment within our district classrooms. Horizontal and vertical alignment has been a focus area most recently that allows for scaffolded instruction that benefits all students. Providing professional development that supports curriculum, assessment and researched-based best instructional practices, is an essential component of what I do. I am also responsible for developing and administering all ESEA, NCLB and summer school budgets. I have assured cohesiveness and progression of district efforts by developing district growth and improvement initiatives as well as supervision and evaluation of staff, in addition to recruiting and placing teachers.

- Implement curriculum process, mapping and documentation that is focused on researched best practice, data and aligned to standards
- Facilitator of the Common Core State Standards alignment in English Language Arts and Math K-12 with a focus on common assessments and curricular transitions between grade levels and schools
- Lead and oversee all staff professional development initiatives
- Develop and Administer the Elementary and Secondary Education Act (ESEA) and No Child Left Behind (NCLB)
- Manage all summer school activities - curriculum, staffing, financial, transportation and reporting
- Facilitate technology integration and standards through implementation of 21<sup>st</sup> century skills
- Serve as the testing coordinator for MAP, EXPLORE, PLAN, ACT and WKCE
- Lead the district committee on the implementation of consistent grading and assessment practices district-wide
- Utilize multiple benchmark and progress monitoring assessments such as IGDIs, DIBELS, AIMSweb and curriculum-based assessments through data based decision-making and instructional professional development
- Oversee the District Mentor Program
- Co-facilitator of the Aligned by Design framework that provides a guaranteed and viable curriculum in grades 9-12
- Lead District data retreats with staff and Board of Education
- Supervise the Gifted and Talented programming for the District as well as the GT Parent Advisory Committee
- Serve as Youth Options Coordinator for the District
- Utilize the Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) in collaboration with a strong core curriculum

- Serve on the District Calendar Committee—manage the current waiver for instructional days from DPI
- Serve on the District Wellness Committee
- Served on past referendum, outside community support, and funding source committees
- Implemented an increase in Advanced Placement offerings at the high school
- Led the Task Force for Alternative Education to relocate our current Charter Schools
- Implemented a District Writing Portfolio for all students district-wide
- Invoked a Financial Literacy requirement for all students district-wide
- Served as Principal of the Monroe Virtual School grades 6-12, January 2008 – July 2011

### **Elementary Principal**

**2000 to 2009**

School District of Monroe, Northside Elementary School, Monroe, WI – As an elementary principal, I was responsible for student achievement and learning, budgeting, supervision and evaluation of staff, teacher recruitment and placement, scheduling, student discipline, and school climate and outreach with parents and community. My vast experience in education and leadership helped me to earn the trust of staff, parents and community that led to significant success in the educational program at Northside Elementary School. There was an emphasis on shared decision-making and strong staff relationships that enriched and provided for positive experiences for students and staff alike.

- Created a leadership team that helped facilitate school improvement efforts
- Maintained staffing, budgets, schedules, evaluations and safety plans
- Facilitated an in-depth volunteer program to help support school initiatives
- Managed staff resource allocation
- Established a co-teaching inclusionary model in all grade levels focused on core curriculum for all students
- Implemented the initial ground work for a school-wide RTI/PBIS framework
- Served on multiple curriculum committees for the District
- Created a weekly collaboration schedule that allowed for communication among teachers at all grade levels
- Devised before and after school programming for students
- Administered the first 4K programming for Monroe and was Director of 4K programming (2004-2008) at both community-based and school-based sites that served as a model across the state
- Designed an acceleration plan and program for a group of students that were very gifted upon entering kindergarten
- Led a district-wide task force to study the restructuring of the District's elementary schools
- Chaired the selection committee for filling an elementary principal position
- Completed the building project in 2000 from a successful referendum
- Served on a District referendum committee
- Served on the negotiation committees as an administrative representative for the Monroe Education Association (MEA) and Monroe Association of Support Staff (MASS)

### **Third Grade Teacher**

**1993 to 2000**

School District of Monroe, Parkside Elementary School, Monroe, WI – As an elementary teacher, I was responsible for providing enriching learning experiences for students at varying levels while focusing on core curriculum that was aligned to state academic standards. I developed lesson plans that included differentiated instructional techniques to meet the varied learning styles. In addition, I maintained strong relationships with fellow teachers through collaboration and team decision-making. I utilized parents and community members as volunteers to provide for a collaborative effort for the benefit of students.

- Designed and implemented effective reading strategies and programming based on leveled reading techniques
- Differentiated instruction through the use of center and project-based learning
- Integrated technology across the curriculum to provide for increased student engagement
- Coordinated and implemented community and parent volunteers to assist with classroom initiatives
- Co-taught with Special Education and Remedial Reading staff in an inclusive setting
- Served as the substitute principal in the administrator's absence
- Selected by the District to attend a train-the-trainer Conference in Chicago on Direct Instruction
- Served on the District Reading Committee and was a district scorer on the District Writing Assessment
- Taught remedial reading and math groups
- Served on the District Diversity Committee
- Served on Parkside's Power of Positive Students teacher committee
- Served as the one teacher leader representative from the Intermediate Unit for Parkside School
- Voted Outstanding Junior Educator in 1999
- Led the building Safety Committee – designed and implemented Parkside's first "Lockdown" procedures and drill
- Selected as one of three teachers to write a grant for the READS initiative  
PR/Award # S215F130025
- Summer School Teacher
- High School Cheerleading Advisor - Football, Basketball, Wrestling

## Kindergarten Teacher Part-Time/Substitute Teacher

1992 to 1993

School District of Monroe, Parkside School, Monroe, WI – I served as a part-time kindergarten teacher in an every other day kindergarten setting. On days I was not teaching, I substitute taught in Monroe and the surrounding area.

- Designed and implemented effective curricular strategies to help students first transition to school
- Substitute taught in grades PK-12 in all subjects across multiple districts in the area
- Tutored a middle school and high school student
- Summer School Teacher

## Leadership

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- AWSA – Association for Wisconsin School Administrators, member and presenter *Aspiring Administrators*
- ASCD – Association of Supervision and Curriculum Development, member
- WASCDC – Wisconsin Association of Supervision and Curriculum Development, member
- WASB – Wisconsin Association of School Boards, member and presenter
- NAESP – National Association for Elementary School Principals, member
- WISE - Wisconsin Institute for School Executives – Professional Development for Educational Leadership, member
- NEA - National Education Association, member
- WSRA – Wisconsin State Reading Association, member
- WMC – Wisconsin Math Council, member
- Four Lakes Elementary Principals - Professional Development Group, member and presenter
- CESA – Cooperative Educational Services Agency, member and presenter
- IB - International Baccalaureate - Professional Development
- MEC – Monroe Educational Consultants, presenter
- ACT – American College Testing, presenter at regional conference
- UW-Platteville and UW-Edgewood, presenter
- PDP - Professional Development Plan Reviewer – Administrative and IHE Representative for Edgewood College
- Administrative Mentor to a current doctoral student through Edgewood College and other aspiring administrators

## Community

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- Green County YMCA Board of Directors
- Search Committee for Executive Director of the Green County YMCA
- Green County Health - Dental Bus Coordinator
- Monroe Morning Optimist
- Volunteer for many community civic groups
- 4K Director of all community-based programs
- Green County Joint Wrap-Around Committee
- Presenter at local community organizations – Optimist, Kiwanis, Women's Club, YMCA events, Alpha Delta Kappa
- Instrumental in securing outside resources and funds through several agencies - Kubly Foundation, Optimist, Monsignor Tom Campion, Kiwanis, Swiss Colony Foundation
- Support many community non-profit organizations
- Graduation speaker for virtual education across the State

## References

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# Craig R. Hoesly

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## Education

University of Wisconsin – Whitewater, *Whitewater, WI*  
*Graduated:* December 2009

*Major:* Organizational Communication

*Minor:* Advertising

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## Experience

- **Monroe Clinic – Human Resources Generalist**  
*November 2011 – Present*
  - Responsible for building relations with internal and external customers, administration, directors, managers and staff.
  - Responsible for handling recruitment efforts toward various positions and specialties throughout the organization.
  - Responsible for handling employee relations issues and being and advocate for both employees and leadership.
  - Research best practice for day-to-day operations of HR administration in the areas of compensation, recruitment, and other HR functions.
  - Research and understanding of laws that govern organizations, as well as implementing and updating policies and procedures around those laws.
  - Assist with training efforts and on-boarding of new staff and leadership.
  
- **Citizens Finance – Loan Associate**  
*November 2010 – November 2011*
  - Skills – Communication (via email, fax, phone, face to face), problem solving, decision making, risk taking, organizing, planning, interviewing, multi tasking and many others.
  - Communicate with people on an everyday basis from fellow employees, dealers, and customers to expand business opportunities, relationships, and profit.
  - Conduct extensive customer credit background checks to get a better idea of their credit history and things that may have led to their poor credit.
  - Prepare and document everyday operations such as payments, collections, legal action and procedure, as well as insurance claims.
  
- **Monroe School District – Substitute Teaching**  
*September 2010 – November 2010*

- Instruct children in grades Kindergarten – 12<sup>th</sup> grade in a variety of subjects including math, English, history, and science.
- Carry out lessons plans and expectations outlined by teachers.
- Communicate with staff in order to evaluate and ensure that proper tasks are completed.
- Provide feedback and insights to staff regarding how the transfer of knowledge occurred, and whether that effort was successful.

➤ **The Mike Muranyi Junior Golf Foundation**

*June 2010 – September 2010*

- Design and implement various events to build an interest and passion in children for the game of golf.
- Create player database for personal information, finances, and inventory.
- Determine each participant's agenda, activities, and involvement.
- Coordinate and manage the trip to the PGA Championship including communicating with the PGA, restaurants, special events coordinators, parents, and children.
- Prepare guest speakers with expectation, timelines, and audience interests.

➤ **Internship – Monroe Country Club**

*May –August 2009*

- Coordinated and managed social events for the purpose of increasing bar and food revenue.
- Created themes for select events and was responsible for the public relations efforts, registration process, planning, décor, music or entertainment for each event.
- Coordinated and managed contracts with vendors.
- Oversaw the execution of the event to ensure all things went according to plan.
- Socialized with attendees to ensure their enjoyment of the event.
- Evaluated the success of each event, and identified improvement opportunities for future events.

➤ **Monroe Country Club/Mike Muranyi – Customer Relations Consultant**

*April 2002 – October 2009*

- Communicated on a daily basis with fellow staff, and Director of Operations to improve and ensure customers feel welcome and have ease of use of the facility and its services.
- Developed and improved personal customer relationships and service skills by being involved with everyday and unique situations.
- Created job descriptions and employee manual for employees of the business to help improve our customer service and operations.

- Responsible for organizing marketing strategies in order to ensure customers are aware of all inventory, sales, and promotions.
  - Trained and managed employees to ensure customer satisfaction.
  - Managed implementation of ideas for events to ensure they are carried out and the proper process is followed.
- **Koshkonong Mounds Country Club – Customer Service**  
*September 2007*
- Communicated on a daily basis with fellow staff, and General Manager to improve and ensure customers feel welcome and have the ease of use of the facility and its services.
  - Developed and improved personal customer relationships and service skills by being involved with everyday and unique situations.
  - Oversaw employees during events and daily operations of the facility to ensure customer satisfaction.
- **Monroe Country Club – Maintenance Crew**  
*April 2007 – August 2007*
- Perform various tasks to ensure the proper look and feel of the facility.
  - Communicate with Manager to ensure all projects are properly conducted.
- **CBS Sports (PGA Championship) – Runner**  
*April 2002 – October 2009*
- Performed various tasks related to the set up, maintenance, and tear down for the production during tournament.
  - Communicated with subordinates as well as managers to ensure projects and tasks were properly conducted.

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**Activities and Achievements**

- **Green County Leaders – Class of 2012-2013**
- **Member of Future Forward**
- **Member of Young Professionals of Green County**
- **Mike Muranyi Junior Golf Foundation – Board Member**  
*Spring 2012 - Present*
- **Co-Taught Listening Class – Volunteer**  
*Spring 2009*
- Responsible for the design and delivery of a Listening Seminar to a class of 6<sup>th</sup> Graders.

- **Apostolate to the Handicapped – Volunteer**  
*2001-2009*
  - The Apostolate to the Handicap is a non-profit organization aimed at providing support and sense of community to the mentally and physically handicapped. For the last seven years I have provided active support during their socials and fundraisers aimed at raising money to continue the ongoing efforts of this organization.
  
- **House of Mercy Homeless Shelter – Volunteer**  
*Spring 2008*
  - Contributed time and talent in helping the shelter meet the general needs of its clients. Worked to provide a comfortable, safe and welcoming environment for their guests.
  
- **Compete in local and state golf events**  
*2006 – 2010*
  - Compete in a variety of events through the WSGA and WPGA, including qualifying for the 2010 State Match Play; as well as the 2008 and 2010 Wisconsin State Open.
  - Won the 2006 and 2008 Monroe Country Club - Club Championship.
  
- **Junior Golf Lessons – Volunteer**  
*2005 – Present*
  - Volunteer time to teach area kids the game of golf; rules of the game, the fundamentals, and the life lessons it provides.
  
- **Ronald McDonald House Charities – Volunteer/ Contributor**  
*2002-2004*
  - Volunteered time to raise funds for the charity's annual event.

# Daniel Robert Keyser, Ed.D.

(b)(6)

## Objective

To provide educational leadership, establish a positive learning environment, and build connections with the community to ensure student achievement.

## Education

May 2007 – May 2010 Coursework: June 2009 Defense: January 2010	Edgewood College <b>Doctor of Education</b> Major: Educational Leadership
Jan 2002 – August 2003 Completion: August 2003	University of Wisconsin-Milwaukee <b>Masters of Educational Leadership</b> Major: Educational Administration Principalship
Sept 1999 – Jan 2002	University of Wisconsin-Whitewater <b>Masters of Curriculum and Instruction</b> Major: Technology Enhanced Curriculum
Sept 1995 - May 1998 Completion: May 1998	University of Wisconsin-Whitewater <b>Bachelor of Secondary Education</b> Major: Physics Minor: Mathematics
Sept. 1992 - May 1995	University of Wisconsin-Madison Engineering Mechanics/Astrophysics

## Licenses & Certification

Grades K-12:	Principal (51)	Grades 6th through 12 <sup>th</sup> :	Physics (625)
	Superintendent (03)		Mathematics (400)
	Director of Instruction (10)		

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## Teaching Experience

Aug. 2012 – Present	<b>Director of Curriculum and Instruction</b> School District of Monroe Monroe, WI (608) 328-7140
July 2004 – Aug. 2012	<b>Assistant Principal</b> Janesville Parker High School Janesville, WI (608) 743-5680
Aug. 1999 – July 2004	<b>Physics and Math Teacher</b> Janesville Craig High School Janesville, WI (608) 743-5205
Mar. 2000 – Mar. 2002	<b>Astronomy Teacher</b> MATC — Fort Atkinson Fort Atkinson, WI (920) 563-6611
Aug. 1998 – Aug. 1999	<b>Physics/Electronics and Geometry Teacher</b> Jefferson High School, Jefferson, WI (920) 675-1075
Jan. 1998 - Jun. 1998	<b>Student Teaching</b> Craig High School, Janesville, WI (608)743-5200 Don Casanova, Cooperating Teacher in Physics Maria Meier, Cooperating Teacher in Mathematics

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## Leadership & Opportunities

- **Planning Committee for 2012 SLATE (AWSA) (2012)**
- **Develop the Building Master Schedule and Staff Supervision (2010 - 2012)**
- **Professional Learning Communities Workshop with Anthony Muhammad Ph.D. (Summer 2010)**
- **Member of District PBIS Leadership Team (2010 - 2012)**
- **Chair Parker RII and PBIS Teams (2007 – 2010)**
- **Member of RII - Data Warehouse Committee (2008 – 2010)**
- **Member of 21<sup>st</sup> Century Classroom Design Team (2009 – 2010)**
- **Member of the District Equity Leadership Team (DELT) (2009 - 2012)**
- **Chair of the DELT Data subcommittee (2010 - 2012)**
- **Beyond Diversity Training with Pacific Educational Group and Glenn Singleton (December 2009)**
- **Grading policy and Practices Workshop with Tom Guskey (Summer 2009 & Summer 2010)**
- **Member of Accountability and Measurement Teams (2008 - 2012)**
- **Member of School-Community Truancy Committee and chair of the Data/Policy subcommittee (2008 – 2010)**
- **StuderGroup: Taking You and Your Organization to the Next Level - Orlando Training. (January 2010)**
- **Safe Schools and Dealing with the Media workshops with Kenneth Trump (2009)**
- **Co-Chair of the K-12 Art Curriculum Chair (2007 – 2009)**
- **Organize annual Registration and Parent/Student/Teacher Conferences (2004 – 2010)**
- **Chair of the Breaking Ranks II and Networking Committees (2005 – 2008)**
- **Breaking Ranks II Trainer (August 2005)**
- **Oversee Building Safety and Security, Math, Art, LMC, Science, and At-risk (2004 – 2010)**
- **Member of Technology Advisory, Math, Interagency, Discipline, and Virtual School Committees (2004 - 2012)**
- **Work with Math Department to incorporate SMART Technology into Curriculum and Technology in general**
- **Digitized and Expanded building camera/monitoring system (2004 – 2010)**
- **District Trainer for APEX on-line resources, Just 5 Clicks (data analysis), Skyward Gradebook (2000 – 2003)**

- Developed and Implemented Family and Student Access in District (6-12) (2007 – 2008)
- Member of committee that created a new supervision/evaluation model, which incorporated PI-34 (2006)
- Established an District Administrative Technology Committee (2007)
- Help building principal in overseeing facility planning for Parker's renovation (2008 – 2010)

### **Presentations and Publications**

- Presentation on Inspired Leadership: The Process One High School took to Implement RtI/PBIS into a Comprehensive High School (2011 RI Summit, Green Bay, March 2011)
- Presentation to future Dissertationist on Rounding for Outcomes, Dissertations, and the Defense (Doctor of Educational Leadership class, Aurora University, Lake Geneva, June 2010)
- Data and Educational Research Presentation (Cardinal Stritch Educational Leadership Graduate class, Janesville, March 2010)
- Presentation to future principals (Graduate Leadership Seminar, Aurora University, Lake Geneva, February 2010)
- AN INDUCTIVE EXPLORATORY STUDY OF THE EFFECTS OF ROUNDING FOR OUTCOMES ON SCHOOL CLIMATE AND LEADERSHIP (Dissertation January 2010)
- "Legal Issue for Building Administrators during a School Renovation" (Law and Media Foundations December 2008)
- "Alternatives to Expulsion" (AWSA State Convention-October 2008)
- Parker High School Collaborative Study (Board of Education Breakfast May 2008)

### **Skills and Interest**

- Technology infrastructure & set-up
- Educational Software adoption, implementation, and training
- Data Analysis for Positive Students Achievement
- Staffing and Master Scheduling
- Curriculum design & mapping
- Inter/intra-personal skills
- Collaborative Leadership

### **Honors and Affiliations**

- |  |  |
|--|--|
| - National Association of Secondary School Principals (NAASP) (2004-present)   | - Society of Physics Students (1995-1999)          |
| - Association For Supervision and Curriculum Development (ASCD) (2003-Present) | - American Society of Physics Teachers (1995-2001) |
| - Association of Wisconsin School Administrators (AWSA) (2004-Present)         | - Prucha Award for Physics Education (1998)        |

# ERIC KATZENBERGER

## PERSONAL INFORMATION

(b)(6)

## WORK EXPERIENCE

- 1998 - Present                      Monroe Clinic                      Monroe, WI
- 2010 - Present    Practice Manager/Supervisor  
Orthopaedics, Sportsmedicine and Rehabilitation
  - 1998 - 2010 - Sports Medicine Coordinator
- 1996 - 1998                      Waukegan Public Schools                      Waukegan, IL
- Health Teacher/Athletic Trainer
- 1991 - 1996                      Healthsouth (Formerly Baxter/Caremark)                      Gurnee, IL
- Clinician
  - Coordinator of Sportsmedicine
  - Assisted Center Manager with daily operations.

## EDUCATIONAL EXPERIENCE

- 1986 - 1990                      Western Illinois University                      Macomb, IL
- Health Science Major*
- Emphasis in Athletic Training
  - Education Degree
  - Health Teaching Certificate

## HONORS AND ACTIVITIES

- Caremark Orthopaedic Services
- Served as the national Athletic Trainer representative on Caremark's President's Advisory Council
- Western Illinois University
- ETA SIGMA GAMMA (Health Science Honorary)

## PROFESSIONAL MEMBERSHIPS

- National Athletic Trainers Association
- Wisconsin and Great Lakes Athletic Trainers Association

## COMMUNITY ACTIVITIES

Youth Coach of many sports, Many hours of voluntary medical coverage for area events, Past member of the Pastor-Parish relations committee at Monroe United Methodist Church, Green County Beef Producers (Director)

# Eric Ekum

(b)(6)

## Professional Profile

Food and Beverage professional and entrepreneur offering 20 plus years in general management, sales and marketing for hospitality operations. Adapts to change in rapidly changing circumstances.

Dedicated, multitasked, detailed oriented manager.

## Summary of Competencies

- Menu Planning
- Experienced in start up operations
- Organizational Development
- Thinking outside of the box
- Public Relations
- Vendor sourcing/negotiations
- P &L Budget Accountability
- Revenue Growth
- Inventory and cost control
- Turnaround strategies
- Food Sanitation Practices
- Project Management
- Management and staff supervision
- Restaurant Operations
- Catering and Banquet operations

# Professional Background

**School District of Monroe**  
**Food Service Director**

**May 2009 to Present**  
**Monroe, Wisconsin**

Administer the food service program for a multiple-site program following the National School Lunch Guidelines. Supervise and train personnel. Develop and maintain high standards of sanitation & safety. Facilitate cooperation with education partners such as administrators, teachers, parents and students.

**Flat Top Grill**  
**General Manager**

**December 2006 to May 2009**  
**Madison, Wisconsin**

General Manager of a high volume Stir Fry restaurant. Responsible for daily operations, budgets, food procurement, supervising 40 employees, Bar Manger and a Dining Room Manager.

**Perks Coffee Café**  
**Owner**

**October 2005 to May 2007**  
**Monroe, Wisconsin**

Created and operated a coffee shop that featured gourmet coffees, desserts, and specialty sandwiches.

**Peppercorn Banquets**  
**Owner**

**October 2002 to November 200**  
**Monroe, Wisconsin**

Owner and operator of a five hundred seat banquet hall, full service bar and off-premise catering operation.

**Peppercorn Café**  
**Owner**

**December 1993 to October 2005**  
**Monroe, Wisconsin**

Created and operated an upscale restaurant with a full service bar and banquet hall in conjunction with the 500 seat Peppercorn Banquet Hall.

**Marriott Management Services      January 1991 to January 1992**  
**Retail Manager at Research Medical Center      Kansas City, MO**  
Managed the activities of an employee cafeteria and vending operation  
feeding 600 employees and guest.

**Culinary Concepts of Hallmark      January 1990 to January 1991**  
**Director of Operations      Kansas City, MO**  
Managed the activities of Heartland Market food court and Milano  
Restaurant in Crown Center Mall and coordinated special event  
activities.

**ARAMARK      January 1982 to January 1990**  
**Food Service Director      January 1992 to December 1993**  
Managed various activities within ARAMARK in their Business Dining  
and School Nutrition Services Divisions. Managed Food and Beverage  
Operations at Beech Aircraft, Gates Lear Jet and NCR, all in Wichita  
Kansas, Oak Industries in Crystal Lake, Illinois, Citibank in Sioux Falls,  
South Dakota, Pacific Bell and Pacific Gas & Electric in San Ramon,  
California, Springfield Public Schools, Springfield, MO and West Allis  
Schools, West Allis, Wisconsin.

## **EDUCATION**

University of Wisconsin- Stout      Bachelors of Science Degree  
Hotel & Restaurant Management      1982

Jeriamy John Jackson

(b)(6)

**Professional Objective:** To work in the educational field as a building administrator, to ensure that all students have the opportunity to learn in a structured and safe environment where student's individual needs are accounted for.

**Education:** **Viterbo University, LaCrosse, WI**  
Eligible for the PK-12 Wisconsin Principal License Level 51, anticipated Summer of 2013.

**University of Wisconsin-Whitewater**  
M.S.E. in School Psychology, August, 2000  
Wisconsin School Psychologist License Level 62

**University of Wisconsin-LaCrosse**  
Bachelor of Science degree in Psychology with a minor in Sociology  
1991-1996

**Blackhawk Technical College**  
Certified Basic Nursing Assistant  
April of 1997

**Professional Experience:** **School Psychologist: School District of Monroe (Sept. 2001-Present)**  
Job responsibilities include: Policy Administration, Conflict Resolution, Staff Development, School-Community Relations, Curriculum, Communication, IEP Team Functioning, Non-Special Education Referrals, Consultation and Treatment.

**Psychometrician: Janesville School District (Dec. 2000-June 2001)**  
Conducted psychological evaluations in the areas of cognitive ability, academic achievement, adaptive functioning and social/emotional functioning.

**Related Work  
Experience:**

**Monroe High School Wrestling Coach**  
Assistant Wrestling Coach from 2001-2004  
Head Wrestling Coach from 2004 to Present

**Educational Consultant, Midwest Educational Consultants (MEC)**  
June 2011 to Present  
Present to educators about Response to Intervention, Data analysis and management, building structures and procedures.

**Monroe High School Golf Coach**  
Assistant Golf Coach from 2002 to 2007

**Casemanager**  
Mercy Options, Mercy Hospital, Janesville WI  
January 1999 to July 2001. Duties included counseling in group and one on one setting. Case management services to coordinate services between schools, outside mental health agencies and psychiatrists. Leading parent education and support groups. Public speaking to educate people about mental health and to promote mental health.

**Mental Health Technician**  
Mercy Options, Mercy Hospital, Janesville WI  
February 1997 to July 2001. Duties include counseling in group and one on one setting. Working in cooperation with psychiatrists, social workers, counselors and psychiatric nurses, to develop treatment plans and recommendations for future placement and treatment. Caring for the everyday needs of patients to enable them to have a safe, healthy and mentally stable environment.

**References:** Available Upon Request

# John Ditter

(b)(6)

## Experience

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### Physical Education Teacher

Monroe High School  
Monroe, WI

1996 - Present

- Courses taught
  - Strength & Conditioning
  - Personal Fitness
  - Adventure Education
  - Strength & Conditioning Coach for sports teams
  - Track & football coach

### Instructor

Institute for Graduate Studies  
Monroe, WI

2002 - Present

- Adjunct Professor
- Course taught
  - Functional Fitness
  - Personal Fitness
  - Coaching for Achievement

### Co-Owner

Foundational Fitness LLC.  
Middleton, WI

2005 - Present

- Functional Fitness company specializing in:
  - Teacher workshops
  - Functional fitness trainings
  - Curriculum development
  - Five exercise DVD's created

## Education

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### Life College

MS in Exercise Physiology  
GPA 3.75 (A=4.0)

1992 - 1994

## Membership, Achievements, and Extra-Curricular

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Membership: Certified Strength & Conditioning Coach NSCA 1996 - Present

# **Marjorie J Klinzing**

(b)(6)

## **EDUCATION**

LaCrosse Park and Recreation – LaCrosse, WI 53566  
Bachelor's of Science in Park and Recreation Administration May of 1978

## **WORK EXPERIENCE**

### **Monroe Parks and Recreation Department 1978 – present**

As the Recreation Director I am responsible for the planning, organizing, promoting, development, coordination, of the community recreation programs, services and facilities. I am responsible for \$400,000 budget and fundraising.

## **COMMUNITY INVOLVEMENT**

### **Member of the Wisconsin Parks and Recreation Association – 1978 – present**

- Chairperson for Office Support 2000 to present
- Member on the Executive Board – 1995 – 2000
- Received Presidential Recognition Award – 2001
- Received George Wilson Service Award – 2000
- Received Recreation Section Leadership Award 1995
- Served on various committees from 1978 to present
- Spoke at many conferences from 1978 to present

### **Theater Production at MAAC Center – 2012**

### **Family Promise Committee – 2011 to present**

### **Union Presbyterian Church Member – 1987 to present**

- Sunday school Coordinator - 1995 – 2005
- Sunday School Teacher 1988 to present
- Christian Education Committee 2000 to present
- Membership and Life 1990 to 1995
- Greeter and Usher 1987 to present

### **Cheese Day Executive Board – 1985 to present**

- Cheese Day Children's Parade & Kids Street Coordinator – 1980 to present
- President of Cheese Days – 2010 – 2012

### **School Referendum Committee - 2007 - Passed school referendum by 2 to 1 margin**

### **Community Build Playground Committee – 1994 Chairperson of Fundraising**

# Mary Berger

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1224 4<sup>th</sup> St N  
Monroe, WI 53566  
608-325-5233  
Maryberger70@gmail.com

## EDUCATION

Viterbo University, LaCrosse WI  
Bachelor's of Science May 1983  
UW Platteville, Platteville, WI  
Additional Business Credits 1989- 1992

## WORK EXPERIENCE

Service Integration Specialist, Monroe Clinic (2002 – 2012)  
Volunteer Coordinator, Green County Human Services (1996 - 2002)  
Secretary, Monroe Clinic Home Care/Hospice (1990 - 1996)  
High School Teacher, Billing Central Catholic High School, Billings, MT (1985 – 1987)  
High School Teacher, St. Mary's Central High School, Menasha, WI (1983 – 85)

## COMMUNITY INVOLVEMENT

**Monroe Public School District:** School Board member (2012)  
**Loaves and Fishes Community Meal:** Steering Committee (2012)  
**Rebel Area Soccer:** Board Member, (2001 - 2004)  
**Swiss Alps Playground Build Project:** Food Committee Co-Chair, (1995).

# Noel Herbst

(b)(6)

## Experience

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### Physical Education & Health Teacher

Pewaukee High School 1997 – 2000  
Pewaukee, WI

- Courses taught
  - Freshmen Physical Education
  - Sophomore Physical Education
  - Sophomore Health Education
  - Junior Physical Education
  - JV Volleyball Coach
  - Freshmen Girls Basketball Coach
  - Varsity Softball Coach

### Physical Education & Health Teacher

Manroe High School 2000 - Present  
Manroe, WI

- Courses taught
  - Freshmen Physical Education
  - Personal Fitness
  - Strength and Conditioning
  - Sophomore and Junior Health Education
  - 8<sup>th</sup> grade Volleyball Coach
  - Varsity Assistant Softball Coach

## Education

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### UW LaCrosse College

Bachelor's degree in Physical Education Teaching PreK - 12 1991 – 1996  
Minor in Adaptive Physical Education PreK -12  
Emphasis in Athletic Coaching PreK – 12

### UW Platteville College

Minor in Health Education Teaching PreK-12 1999-2001

### UW LaCrosse College

MS in Education 2003-2005

## Membership, Achievements, and Extra-Curricular

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Membership: WAHPERD member 1996 – present, IAHPERD member 2007- present, WSCA (Wisconsin Softball Coaches Association) 2000 - present

## **Ron Olson**

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(b)(6)

### **EDUCATION**

**University of Wisconsin--Platteville, Platteville, WI**  
Bachelor's of Science in Accounting, June 1993

### **WORK EXPERIENCE**

**Business Administrator**, School District of Monroe, Monroe WI (2006 - Present)  
**Business Manager**, Northland Pines School District, Eagle River WI (2001 - 2006)  
**Business Agent**, School District of Argyle, Argyle WI (1993 - 2001)

### **COMMUNITY INVOLVEMENT**

**Officer and Board Member**, Big Brothers and Big Sisters of Green County (2007 - present)  
**Officer and Member**, Eagle River Lions Club (2002 - 2006)  
**Numerous School-Community Partnership Committees in all three school districts.**

# Richard R. Waski Jr.

2517 12<sup>th</sup> St.  
Monroe, WI 53566

(b)(6)

## **PROFESSIONAL OBJECTIVE**

Aspire to the highest level of leadership within a Wisconsin public school district that is committed to developing 21<sup>st</sup> century learning skills and improving academic achievement for all students.

## **EDUCATION**

MA – Marian College – Wisconsin GPA - 4.0	August 2006
BS – Concordia University – Wisconsin GPA – 3.5	May 1995

## **LICENSURE**

WI DPI #51 (PK-12 Principal) and WI DPI #605 (Gr. 9-12 Biology-Life Science)

Currently enrolled in Viterbo University's Superintendent Certification program with a completion date of May 2013

## **PROFESSIONAL EXPERIENCES**

July 2010 – Present	Monroe High School <i>Principal</i>	Monroe, WI
January 2009 – Present	Concordia University-Wisconsin <i>Adjunct Faculty (Graduate Education)</i>	Mequon, WI
July 2007 – June 2010	Marshall High School <i>Principal</i>	Marshall, WI
August 2005 – June 2007	Northland Pines High School <i>Assistant Principal and Activities Director</i>	Eagle River, WI
August 2001 – July 2005	Seymour High School <i>Biology Teacher</i> <i>Head Varsity Football Coach</i>	Seymour, WI
August 1999 – June 2001	Ozaukee High School <i>Biology Teacher</i> <i>Assistant Varsity Football Coach</i>	Fredonia, WI
August 1995 – June 1999	Hayward High School <i>Biology and Anatomy Teacher</i> <i>Head Varsity Football Coach (1996-1999)</i>	Hayward, WI

## **PROFESSIONAL ACCOMPLISHMENTS, COMMITTEES, AWARDS, AND HONORS**

### *Monroe High School*

- Implemented new grading and assessment practices (September 2011-present)
- Chaired Committee to establish new student recognition system replacing traditional class rank (Spring 2012-present)
- Presented to Kiel High School and Middle School Staff on Tier I classroom interventions (February 2011)
- Co-chair School District of Monroe At-Risk Services Committee (summer 2012-present)
- Established a guaranteed core curriculum based on the Aligned by Design model (Implemented September of 2010)

**Marshall High School**

- Served on Board Collective Bargaining Committee and Employee Relation Committee (2011 to present)
- Presented on Tier I interventions at the AWSA High School Principals Conference (January 2010)
- Presented on Response to Intervention at the WASBO Convention (January 2010)
- Presented to Rio High School-Middle School staff inservice (April 2009)
- Presented on Response to Intervention in High Schools at AWSA High School Principals Conference (January 2009)
- Presented at Pittsville High School staff inservice (January 2009)
- Marshall Public Schools Board of Education Negotiations Team Member (Spring 2009)
- Capitol Conference President (2008-2009)
- Chairperson – Cardinal Climate Committee (August 2007 to June 2010)
- Chairperson – Big Red Committee for Academic Excellence (August 2007 to June 2010)

**Northland Pines High School**

- Chairperson - Northland Pines School District Title IX Compliance Committee (September 2005 to June 2007)
- Northland Pines School District Negotiations Committee (June 2006 to June 2007)
- Northland Pines School District Joint Insurance Committee (January 2007 to June 2007)

**Seymour High School**

- Co-chair – Seymour Education Association Negotiations Committee (September 2004 – July 2005)
- District IV Coach of the Year (2003 Season)
- WBAY Coach of the Week (October 2003)

**Hayward High School**

- Hayward Chamber of Commerce Excellence in Education Award (1998 and 1999)

**REFERENCES**

(b)(6)

**LETTERS OF RECOMMENDATION**

Letters of recommendation are available upon request.

**CREDENTIALS**

All licenses and academic transcripts are available upon request.

David B. Hirsbrunner

(b)(6)

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Education	<b>Masters Degree in Secondary Education</b> <i>University of Wisconsin Platteville, Platteville, WI</i>	2001
	<b>B.A. Degree in Education</b> <i>University of Wisconsin-Platteville, Platteville, WI</i> <ul style="list-style-type: none"><li>• Health Education – Pre-Kindergarten through 12</li><li>• Physical Education – Pre-Kindergarten through 12</li></ul>	1991
	<b>B.A. Degree in Special Education</b> <i>University of Wisconsin-Whitewater, Whitewater, WI</i> <ul style="list-style-type: none"><li>• Emotional/Behavioral Disability – Grades 6-12</li></ul>	1994

#### Career History & Accomplishments

<b>Director of Athletics, Monroe High School</b> <ul style="list-style-type: none"><li>• Work with planning and implementing team schedules along with their transportation needs</li><li>• Initiated quarterly board presentations regarding status of the athletic department</li><li>• Manage all high school sporting facilities</li><li>• Manage and organize high school vehicle needs, i.e. 2 school vans, 2 small buses, and one pt cruiser</li><li>• Instrumental in bringing the sport of Hockey to Monroe High School</li></ul>	2010 to Present
<b>Special Education Teacher, Monroe High School</b> <ul style="list-style-type: none"><li>• Work with students labeled as Emotionally Disturbed and/or Behavioral Disabilities</li><li>• Created and Implemented class curriculum</li><li>• Team teach in various subjects</li></ul>	1991 to Present
<b>Track &amp; Field Coach, Monroe High School</b> <ul style="list-style-type: none"><li>• Head Girls coach (1995-2003)</li><li>• Head Boys Coach (2004-2010)</li><li>• Assistant Boys and Girls Coach (2011-Present)</li></ul>	
<b>Cross Country Coach, Monroe High School</b> <ul style="list-style-type: none"><li>• Head Boys coach (1996-Present)</li><li>• Head Girls Coach (2012-Present)</li><li>• Assistant Boys and Girls Coach (1991-1995)</li></ul>	

#### Memberships & Affiliations

- Wisconsin Cross Country Coaches Association member (1992-Present)
- Wisconsin Track Coaches Association member (1992-Present)
- Monroe Optimist Club (2000-Present)

# **Robin L. McLeish**

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(b)(6)

## **EDUCATION**

### **Edgewood College, Madison, WI.**

#### **Administration licensure:**

- Director of Instruction
- Principal(51) K-12
- Business & Office Vocational
- Local Vocational Education Coordinator

## **WORK EXPERIENCE**

**Associate Principal, Monroe High School, Monroe WI. 2009 to present**

**Local Vocational Education Coordinator, Monroe WI. 2004 to present**

**Technology Integrator, Monroe School District, Monroe WI. 2004-2009**

**Business Education Instructor, Monroe High School, Monroe WI. 1978 to 2004**

## **COMMUNITY INVOLVEMENT**

**Optimist member, Monroe Chapter, 2009 to present**

**Crime Stoppers Board Member, Monroe Chapter, 2004 to present**

**Monroe Women's Club member, Monroe Chapter, 2012 to present**

**Business Advisory member, Monroe Chapter, 2004 to present**

**Monroe Chamber Board Member, Monroe WI. 2004-2008**

# RYAN J. THOMPSON

## PROFESSIONAL PROFILE

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Physical Education and Health Educator deeply committed to creating a student-centered learning environment that makes a difference in the lives of the students entrusted into my care. This means skillfully and sensitively providing real life applications to wellness and health education. Inspired by the privilege of serving in education for over four years and having the opportunity to implement innovative programs and district initiatives, I seek a professional opportunity to continue the career path that I passionately love.

## CERTIFICATIONS

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Physical Education, Wisconsin DPI License Subject Code #530

Health Education, Wisconsin DPI License Subject Code #910

Adaptive Physical Education, Wisconsin DPI License Subject Code #860

Coaching, Wisconsin DPI License Subject Code #540

## EDUCATION

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University of Wisconsin-Whitewater

Bachelor of Science in Education, December 2007

Major: Broadfield Physical Education (K-12)

Minor: Health Education, Adaptive Physical Education, and Coaching

Cumulative GPA: 3.3 Major GPA: 3.7

## FUTURE GOALS

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To become a master teacher in an exemplary school district.

## TEACHING EXPERIENCE

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**School District of Monroe-Physical Education and Health Teacher(2010-Present)**

- 6<sup>th</sup> and 7<sup>th</sup> Grade Physical Education
- 8<sup>th</sup> Grade Health
- Summer School Soccer and Basketball Teacher

**Monona Grove School District-Physical Education and Health Teacher(2008-2010)**

- 6<sup>th</sup> Grade Health and Physical Education
- 1<sup>st</sup> Grade Physical Education

**Verona Area School District-Physical Education(2008) Long Term Substitute**

- K-5 Physical Education(6 Weeks)
- 6-8 Physical Education (2 Weeks)

**Sauk Prairie School District- Summer School Teacher(2006-2010)**

- K-2, 3-6 Soccer Instructor

**Coaching Experience**

- Monroe JV Boys Soccer Coach(2010-2011)
- Monroe Freshman Girls Basketball Coach(2010-2012)
- Monona Grove Freshman Girls Soccer Coach(2010)
- Monona Grove 7<sup>th</sup> Grade Girls Basketball Coach(2010)

**PROFESSIONAL DEVELOPMENT**

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CHARPE member (2006-2007)

WAHPERD member (2006-2007)

AAPHERD member (2010)

- Attended the AAPHERD Convention in Indianapolis in March (2010)
- Smart Board Training (2011)

**PERSONAL CHARACTER**

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I believe educating students about wellness and living a healthy lifestyle is an essential part of my mission. The earlier a student can understand why leading a healthy lifestyle is important, the earlier he/she can implement and practice wellness. Physical/health education impacts all aspects of a person's life including relationships, attitude, decision-making, and quality of life. Without physical/health education students will not understand the life-long benefits of well balanced meals, the importance of physical activity, and living a holistic life. I desire to educate students by providing an example of a healthy lifestyle and quality of life. I believe I can have a positive impact on students by demonstrating that I care and will listen to each one. Throughout my years of college and in my early professional career I have grown into a responsible, sensitive and inspired individual while becoming a promising educator. I wish to share my knowledge, understanding and passion with the students that I teach and demonstrate that I truly care about them and their future.

#### REFERENCES

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(b)(6)

Rudy Bernet

(b)(6)

Career

Objectives: Desire to work with students in a K-12 physical education or health program. Involvement in coaching or extra-curricular activities.

Educational

Background: Bachelor of Science in Education: University of Wisconsin-Platteville, December, 1989. Physical Education Major with a Health Education Minor. GPA 3.93

Honors:

Graduated Summa Cum Laude  
UW-Platteville Physical Education/Health Honor Student 1988-1989  
Dean's List 8 semesters  
Chancellor's honors 3 semesters

Teaching

Certificates: Physical Education Teacher 530  
Health Education Teacher 910

Professional

Experience: 8/1994 to Present

**Northside Elementary School, Monroe, WI**

Physical Education teacher: Provided instruction in physical education to grades K-6 from 1994 to 2000 and K-5 from 2000 to present. Responsibilities included: 1) Instruction of physical education to approximately 400 students (18 homerooms) 3 times per week for 30 minutes class periods. One of the class periods is a large group fitness which is an entire grade level (60 to 75 students), 2) CPR training and member of emergency response team, 3) Epi-pen, Glucagon and Diastat administration training, 4) Human growth and development instruction 5<sup>th</sup> grade, 5) Construction of 2 playgrounds, 6) Curriculum development, 7) Participation in various staff development programs, and 8) Participation with PTO and coordination of fund raising activities.

8/1992 to 8/1994

**Ridgeway Elementary School, Ridgeway, WI**

Physical Education Teacher: Provided instruction in physical education to grades K-5. Responsibilities included: 1) Outdoor education 5<sup>th</sup> grade, 2) Intramural program 5<sup>th</sup> grade, 3) CPR training/Code Blue Emergency Response Team, 4) Jump rope for heart coordinator, 5) Participation in USTA, WISTCA, and WCCCA coaching and teaching clinics 6) Participation in various staff development, and 7) Coaching at the middle and high school level.

8/1991 to 8/1992

**Bayside School, Fox Point-Bayside, WI**

Physical Education Teacher: Provided instruction in physical education in grades 4<sup>th</sup> to 8<sup>th</sup>, as well as working with cognitively disabled students in adaptive physical education. Worked in individual and team teaching situations at all grade levels. Responsibilities included: 1) Committee to develop a middle school model, 2) Teacher mentor/mentee program, 3) Coaching four middle school athletic programs, and 4) Supervision of open gym and intramurals.

1/1991 to 5/1991

**Monroe Junior High School, Monroe, WI**

Emotional Disabilities Teacher: Provided an ED self-contained classroom setting for students in 7<sup>th</sup> and 8<sup>th</sup> grade. Responsibilities included: 1) Instruction in math, reading, language arts, and science. Developed social and employability skills curriculums to meet student needs, 2) Organized field trips within the Monroe business community, 3) Worked with various community and social service agencies, and 4) Attended special education workshops and conferences.

1/1990 to 12/1990

**Monroe Public Schools, Monroe, WI**

Substitute Teacher: Substitute taught in all subject areas and at all grade levels. Also, coached at the middle school level.

**Work Related**

**Experiences:**

1 year men's head tennis coach UW-Platteville  
1 year girl's junior varsity tennis coach, Monroe High School  
1 year middle school soccer coach  
2 years middle school basketball coach  
2 years assistant high school cross country coach  
8 years voluntary youth hockey coach  
11 years middle school track 7 field coach  
12 years middle school track coach  
6 years 4<sup>th</sup> grade swim program at YMCA  
3 years Monroe School District Wellness Committee  
4 years Monroe School District Safety Committee  
2 times Monroe School District Referendum Committee  
2008 to present Rehmstadt Scholarship Committee  
1998 to present coordinator for the Monroe Elementary 5<sup>th</sup> and 6<sup>th</sup> Grade Track Meet

Lance E. Sathoff, M.D.

(b)(6)

**PERSONAL**  
Place of Birth  
Date of Birth  
Office Address

(b)(6)

**EDUCATION**

- 1986-1990 University of Wisconsin-Milwaukee  
Milwaukee, Wisconsin  
Degree: B.S. 1990 (Medical Science)
- 1989-1993 Medical College of Wisconsin  
Milwaukee, Wisconsin  
Degree: M.D. 1993
- 1993-1994 Medical College of Wisconsin Affiliated Hospitals  
Rotating Internship
- 1994-1998 Medical College of Wisconsin Affiliated Hospitals  
Orthopaedic Surgery Residency

**LICENSE AND CERTIFICATION**

DEA	#BS4177893	July, 1994
Wisconsin	#35795	July, 1994
National Board of Medical Examiners		July, 1994
American Board of Orthopaedic Surgery		July, 2000
Recertified through		December, 2020

**CLINICAL EXPERIENCE**

- Orthopaedic Surgeon 2000 to present  
Monroe Clinic  
Monroe, Wisconsin 53566
- Orthopaedic Surgeon 1998-2000  
Orthopaedic and Sports Medicine Clinic of Monroe  
Monroe, Wisconsin 53566
- Orthopaedic Surgeon 1998 to present  
Memorial Hospital of Lafayette County  
Darlington, Wisconsin 53530

**PROFESSIONAL LECTURES**

- EMS Teaching Lecture  
Blackhawk Technical College  
Janesville, Wisconsin 1998-1999
- Monroe, Wisconsin 1998

## SPORTS MEDICINE PROFESSIONAL ACTIVITIES

### Site Orthopaedic Physician, 1999

Wisconsin Basketball Coaches' Association  
Women's All-Star Game  
Madison, Wisconsin

### Team Physician, 1998-present

Darlington High School  
Blackhawk High School

### Team Physician, 1998-1999

Madison Monsters Professional Hockey Team  
Madison, Wisconsin

### Team Physician, 1993-1997

Milwaukee Public School Systems  
Football teams  
Milwaukee, Wisconsin

### Site Orthopaedic Physician, 1995

NCAA 1<sup>st</sup> Round Basketball games  
Milwaukee, Wisconsin

## ADVANCED EDUCATIONAL COURSES: PARTICIPANT

AP Basic Course, Sun Valley, Idaho, March - 1995  
Pediatric Orthopaedic International Seminar, San Francisco, California, May - 1996  
Metcalf Memorial Arthroscopy & Reconstructive Course, Sun Valley, Idaho, January - 1997  
Maine Review Course, Waterville, Maine, June - 1998  
Colorado Orthopaedic Review Course, Colorado Springs, Colorado, May - 1999  
The Evaluation & Treatment of the Injured Athlete, Sports Medicine Update, 2001  
Advances in Arthroplasty, Harvard Medical School, Boston, Massachusetts - 2004  
Cherry Blossom Seminar Arthroscopy and Minimally Invasive Surgery, Washington DC - 2005  
2<sup>nd</sup> Annual Contemporary Issues in Partial Knee Arthroscopy New, Albany, OH - 2008  
Mastering Orthopaedic Coding with Karen Zupko, Arlington, VA, 2006  
Advanced Techniques in Upper Extremity Fracture Fixation, St. Louis, MO, 2008  
AO Review Course, Cancun, Mexico, 2010  
AOOS Review Course, Boston MA, 2010  
Orthopaedic Today, Kauai, Hawaii, 2011

## PROFESSIONAL MEETINGS

Mid-America Orthopaedic Association Annual Meeting  
11<sup>th</sup>: Hilton Head, SC May, 1993  
15<sup>th</sup>: Hilton Head, SC April, 1997  
16<sup>th</sup>: Acapulco, Mexico April, 1998  
American Academy of Orthopaedic Surgeons Conference  
65<sup>th</sup>: New Orleans, LA March, 1998  
74<sup>th</sup>: San Diego, CA February, 2007  
76<sup>th</sup>: Las Vegas, NV February, 2009

Mastering Orthopaedic Coding with Karen Zupko, Arlington, VA, 2006  
Advanced Techniques in Upper Extremity Fracture Fixation, St. Louis,  
MO, 2008  
AO Review Course, Cancun, Mexico, 2010  
AOOS Review Course, Boston MA, 2010  
Orthopaedic Today Hawaii, Kauai, Hawaii, 2011

#### PRESENTATION: AUTHOR

1. Comparison of Bone Plug Fixation Techniques During ACL Reconstruction, K.P. Black, M.J. Snyder, G.F. Harris, L.E. Sathoff Mid-American Orthopaedic Association Annual meeting, Hilton Head, SC, 1993
2. Salvage of Failed Pentrochanteric Fracture Fixation, L.E. Sathoff, M.P. Morrison Wisconsin Orthopaedic Association Annual Meeting, Kohler, WI, 1996
3. EMG Evaluation in Patients with Clubfeet, L.E. Sathoff, J.G. Thometz Mid-American Orthopaedic Association Annual Meeting, Hilton Head, SC, 1997
4. Early Experience with Unread Narrow Diameter Solid Titanium Rod for Femur Fractures L.E. Sathoff, G.J. Schmeling, F.S. Kopich Mid-American Orthopaedic Association Annual Meeting, Hilton Head, SC 1997
5. Single Stage Anterior and Posterior Fusion in Children, L.E. Sathoff, J.G. Thometz Mid-American Orthopaedic Association Annual Meeting, Acapulco, Mexico 1998

#### PUBLICATIONS: Submitted

1. Comparison of Fixation Techniques in Anterior Cruciate Ligament Reconstruction, L.E. Sathoff, M.D., K.P. Black, M.D., M.J. Snyder, M.D., T.H. Lim, PhD., L.M. McGrady, B.S.

#### ABSTRACTS

1. Comparison of Bone Plug Fixation Techniques During ACL Reconstruction, K.P. Black, M.D., M.J. Snyder, M.D., G.F. Harris, PhD., L.E. Sathoff, M.D., Orthop. Tran. 17:3 p. 605, 1993.
2. In Vitro and In Vivo Evaluation of Interference Fit Fixation During ACL Reconstruction, K.P. Black, M.D., M.J. Snyder, M.D., L.E. Sathoff, M.D., L.M. McGrady, B.S., T.H. Lim, PhD., G.F. Harris, M.D., Orthop. Tran. 18:4 p. 1181, 1994.

## Susan Anderson RN, NCSN

(b)(6)

### Career Summary

- Pediatric nurse for 24 years with an additional 7 years of experience in family practice nursing
- School nurse for 20 years
- Pediatric Hospital/ICU nurse for 4 years
- Special emphasis and interest in Pediatric Diabetic Care and children with special health needs
- Strong advocate of pediatric/community wellness initiatives in the areas of smoking, community health, physical activity, and childhood obesity
- Nationally Certified School Nurse since 2004
- Wisconsin Department of Public Instruction Certified School nurse since 1994
- Served on state board for Wisconsin Association of School Nurses 1994-1996

### Experience

#### Monroe School District

Monroe, Wi. 53566

School Nurse 1997-present

Provide school nurse care in elementary building with 400 students-many with special health care needs and 40 % free and reduced lunch

Coordinated several employee wellness fairs and student wellness programs

#### Brodhead School District

Brodhead, Wi. 53520

School Nurse 1992-1997

Provided school nursing care and services for 1800 students

Supervised support staff that were providing student care

#### The Monroe Clinic

Monroe, Wi. 53566

Office Nurse-Family Practice 1985-1992

Worked with 7 doctors providing outpatient family practice nursing care

#### St. Mary's Hospital

Madison, Wi. 53715

Pediatric Staff and ICU Nurse 1980-1984

Provided nursing care for inpatient general pediatric and pediatric ICU patients

Occasional charge nurse responsibilities

### Education

#### St. Olaf College-BSN

Cum Laude

#### Wisconsin DPI School Nurse Certification

Additional credit work through UW-Madison and UW-Eau Claire Schools of Nursing for School Nurse Certification and Re-Certification every 6 years

#### National School Nurse Board Certified

Passed National Board Exam for certification and have maintained the certification with ongoing continuing ed credits

### Skills

I have a broad background in school and community health and wellness promotion. I find joy in school nursing and in assisting children and their families to their optimum levels of health so that they can fully maximize their educational experience and healthy living.

References available upon request

PR/Award # S215F130025

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MONROE PROGRAM SPECIFIC ASSURANCE

Agency Name: School District of Monroe

DUNS # 100083256000

Please ensure you have included a Program Specific Assurance with your application. You must print out your signed Assurance and either (1) upload it with all signed forms to the Other Attachments or (2) fax it (along with the ED 424 and other forms) to the Office of Safe and Healthy Students at (202) 245-7166 within 3 working days of submitting your electronic application. Be sure to include your Agency name and DUNS# on your Assurance.

**As the duly authorized representative of the applicant, I certify that the applicant shall:**

1. Develop, update, or enhance physical activity policies and food- and nutrition-related policies that promote healthy eating and physical activity throughout students' everyday lives, as part of our PEP project.

2. Align our PEP project with the district's Local Wellness Policy, if applicable.

\*\* Please check here if this requirement is not applicable to your application because your entity does not participate in the school lunch program authorized by the Federal child-nutrition programs as recently amended by the Healthy, Hunger-Free Kids Act of 2010 and therefore is not required to have a Local Wellness Policy and you are not part of a partner group required to have a Local Wellness Policy.\*\*

3. Align our PEP project with similar ongoing initiatives, whose goals and objectives are to promote physical activity and healthy eating or help students meet their State standards for physical education, specifically:

Coordinated School Health Program

Team Nutrition Training Grant

Recovery Act Communities Putting Prevention to Work – Community Initiative

Others not listed here

We do not have any ongoing initiatives at this time in our community but will coordinate with any that may be initiated during the program period.

4. Align students' use of the equipment with PEP elements applicable to our project, identified in the absolute priority, and any applicable curricula.

5. Report project-level information to the public, in the aggregate, on the key program indicators including both GPRA and program specific measures

6. Use the PECAT tool if we plan to use grant funds to update our physical education curricula and the HECAT tool if we plan to use grant funds to update our health education curricula.

7. Only purchase equipment with grant funds that is aligned with the curricular components of the proposed program.

(b)(6)  
\_\_\_\_\_  
Signature of Authorized Representative

District Administrator  
Title

School District of Monroe  
Applicant Organization

4/1/13  
Date Submitted

**LEA Partner Agreement for Competitive Preference Priority #2:**

**Agency Name:** Monroe School District

**DUNS #**1000832560000

This agreement is only necessary if you intend to address Competitive Preference Priority #2 – Partnerships Between Applicants and Supporting Community Entities. If you are submitting an electronic application, you must print out your signed agreement(s) and either (1) upload it with all signed forms to the Other Attachments or (2) fax it (along with the ED 424 and other forms) to the Office of Safe and Healthy Students (202) 245-7166 within 3 working days of submitting your electronic application. Be sure to indicate your Agency name and DUNS # on your agreement(s).

**Page 1 of 8 (LEA Partner)**

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**LEA Authorized Representative Name:** Monroe School District (MSD)

**Roles and Responsibilities:** MSD will provide a PEP Coordinator to administer the grant and grant manager grant at 20% of their available time. Additionally, MSD will volunteer the time of relevant internal staff for PEP grant duties and activities, such as collecting program data (e.g. BMI measurements, fitness tests) .MSD will establish partnerships with community stakeholders to achieve outlined PEP goals and objectives.

**Contribution to the Project:** Monroe School District will provide a total of \$93,273 (Year 1), and \$90,773 (years 2 and 3) in IN KIND personnel costs, as well as \$36,659 each year in fringe benefits, and \$25,100 per year in physical education equipment, for a total LEA contribution of \$460,096. Please see budget narrative for more detail.

**Total LEA Contribution:** \$460,096

This agreement is in support of Monroe School District's PEP project and was developed after timely and meaningful consultation between the required partners.

**Signature of LEA's Authorized Representative:**

(b)(6)

**Dated:**

4/3/13

CBO Name: Monroe YMCA

Roles and Responsibilities: The YMCA will partner with Monroe School District to encourage student physical activity outside school in an affordable, safe environment. YMCA will waive student initiation fee for students from target schools and allow students to join at a reduced rate.

Contribution to the Project: In an effort to serve the economically disadvantaged youth in Green County, the YMCA will waive student initiation fees for any new student membership activated during the PEP grant period. Additionally, YMCA staff will provide a free fitness center orientation for new student members.

Facility Rentals: YMCA Services (e.g., swimming lessons, afterschool facility usage, etc.) @ \$500/year x 3 years = \$1,500.

Total contribution for 3 years: \$1,500.

This agreement is in support of Monroe School District's PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of CBO's Authorized Representative:

(b)(6)

Dated: 4-1-2013

CBO Name: Christensen Farms

Roles and Responsibilities: Christensen Farms is an organic farm that provides fruits and vegetables to the community through a Community Supported Agriculture program. Christensen Farms will provide classes for students in organic gardening at an onsite school greenhouse and community garden.

Contribution to the Project: Christensen Farms will provide materials and initial funding for creation of community garden, including seeds, potting soil, and supervision by farm staff. Greenhouse space provided by MSD high school.

Farm staff hours: 30 hours x \$20/hour = \$600. Seed and soil costs = \$100.

Total year 1 contribution: \$700.

This agreement is in support of Monroe School District's PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of CBO's Authorized Representative:

(b)(6)

Dated:

CBO Name: Monroe Clinic

Roles and Responsibilities: The Monroe Clinic will provide health education to students on relevant topics, including nutrition, asthma prevention and injury prevention at target schools.

Contribution to the Project: The Monroe Clinic Athletic Training and Employee Wellness Departments have agreed to provide an educational enhancement to the Monroe School District students that consists of a combined 100 hours of additional instruction/training for faculty and students as requested by the district. Clinic will also facilitate an athletic training workshop for district students.

Clinic will donate 100 hours of billable time at \$30 per hour. Total value: \$3,000.

This agreement is in support of Monroe School District's PFP project and was developed after timely and meaningful consultation between the required partners.

Signature of CBO's Authorized Representative:

(b)(6)

Dated: 3/29/13

Public Health Partner Name: Monroe Fire Department

Roles and Responsibilities: The Monroe Fire Department supports the efforts of MSD to provide increased amounts of engaging physical activity in and out of school. The Fire Department will allow students to use their Maritz Center training facility (obstacle course) to develop trust, physical stamina and leadership skills.

Contribution to the Project: The Monroe Fire Department will allow Monroe School District to use the training center at no cost, and will provide staff to assist students in navigating the course, ensure safety, and provide mentorship.

Monroe Fire Department: Access to training facility for PE staff and students for one day. Fire department staff will come to school to talk about physical and health education for fire fighters. Monetary value: \$1,000/year x 3 years = \$3,000.

Total contribution for 3 years: \$3,000.

This agreement is in support of Monroe School District's PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Public Health Entity's Authorized Representative

(b)(6)

Dated: 3/29/13

**Food Service or Child Nutrition Director Name:** Eric Ekum, Director of Nutrition Services

**Roles and Responsibilities:** MSD Nutrition Services Department will encourage consumption of nutritious foods by offering affordable, balanced meals that meet USDA guidelines for required amounts of fruit, vegetables and whole grains. Additionally, Nutrition services will initiate and implement other policy changes on school grounds, such as including healthy food items in concession stands at school events, encouraging teachers to use non-food items as incentives, and initiating healthy cooking demonstrations in classrooms. Nutrition services will provide nutrition education beyond the cafeteria and encourage consistent, positive health messages by providing handouts, postings to the district website and presentations at health fairs.

**Contribution to the Project:** The Nutrition Services Department will provide classroom demonstrations and nutrition education sessions to physical education and health classes. Additionally, representatives from Nutrition Services will serve on the SHAC committee and provide consultation to the PEP Manager and Coordinator as needed.

**This agreement is in support of Monroe School District's PEP project and was developed after timely and meaningful consultation between the required partners.**

**Signature of Nutrition Services Department's Authorized Representative:**

**Dated:** 4-3-13

(b)(6)

Head of Local Government Name (or designee):

---

Roles and Responsibilities: Mayor Bill Ross of Monroe has agreed to work with MSD to further the stated goals of the PEP grant and use his established community partnerships to advocate for fitness and health in our community. He will work with MSD officials to:

- Maintaining existing community recreation areas/obtaining funding for new ones
- Work with the MSD to allow the use of city property for Wellness Fairs or fun runs, etc.
- Be a part of the SHAC committee, and attend meeting a time permits, to provide input and analyze outcomes.

Contribution to the Project:

The support of Bill Ross will ensure that policy changes in support of fitness and health go beyond school boundaries and have a lasting impact on the community.

This agreement is in support of Monroe School District's PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Head of Local Government or Designee:

(b)(6)

Dated:

4-1-13

CBO Name: Green County Healthy Kids, Healthy County Coalition

Roles and Responsibilities: The Green County Healthy Kids, Healthy County Coalition will partner with Monroe School District to encourage physical activity and improved nutrition both in and outside of the school community. The coalition will work with the MSD to further the stated goals of the PEP grant and utilize the established community partnerships and professional assets of the membership to advocate for improved health in our community. The coalition commits to providing input and feedback on policies, communicate with the PEP Director to avoid duplication of community services and will cross promote programming for K-12 students. The coalition coordinator is willing to participate on a School Health Advisory Board.

Contribution to the Project: The Green County Healthy Kids, Healthy County Coalition will provide coalition coordinator time to serve as a liaison between the coalition and PEP grant to provide system level support for community partnerships, provide consultation on best practice at the systems level and facilitate coalition feedback on proposed policy. The PEP grant goals will be supported through communication via bi-monthly coalition meetings and e-mails to membership. The professionals of represented organizations on the coalition will donate their time for these activities and through other opportunities established during the PEP grant period. The Coalition will also provide support through meeting space and facility space for out-of-school activities, when necessary.

Coalition coordinator time: 12 hours/year x \$45/hour = \$540 x 3 years = \$1,620. Professional membership time: 15 members x 6 hours/year x \$20/hour = \$1,800 x 3 years = \$5,400.

Total contribution for 3 years: \$7,020.

This agreement is in support of Monroe School District's PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of CBO's Authorized Representative:

(b)(6)

*PN, BSN, cec*

Dated: 4-1-13



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# School Health

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### Your School's SHI: ELE

SHI Edition: Enhanced SHI with Resources Created: 11/07/2012 Last Activity: 02/22/2013

**Modules/Questions**

**Overall Scorecard**

**Plan for Improvement**

### Overall Scorecard

For each module, an "X" appears where the module score falls. Use these scores to create a Plan for Improvement.

Modules	Low		Medium		High
	0-20%	21-40%	41-60%	61-80%	81-100%
<b>Module 1 - School Health and Safety Policies and Environment</b>			X		
<b>Module 2 - Health Education</b>		X			
<b>Module 3 - Physical Education and Other Physical Activity Programs</b>				X	
<b>Module 4 - Nutrition Services</b>				X	
<b>Module 5 - Health Services</b>				X	
<b>Module 6 - Counseling, Psychological, and Social Services</b>				X	
<b>Module 7 - Health Promotion for Staff</b>		X			
<b>Module 8 - Family and Community Involvement</b>			X		

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# School Health

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SHI Edition: Enhanced SHI with Resources Created: 11/07/2012 Last Activity: 02/22/2013

[Modules/Questions](#)

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## Overall Scorecard

For each module, an "X" appears where the module score falls. Use these scores to create a Plan for Improvement.

Modules	Low		Medium		High
	0-20%	21-40%	41-60%	61-80%	81-100%
Module 1 - School Health and Safety Policies and Environment				X	
Module 2 - Health Education			X		
Module 3 - Physical Education and Other Physical Activity Programs				X	
Module 4 - Nutrition Services				X	
Module 5 - Health Services				X	
Module 6 - Counseling, Psychological, and Social Services			X		
Module 7 - Health Promotion for Staff		X			
Module 8 - Family and Community Involvement		X			

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February 11, 2013

Dan Keyser  
Monroe School District  
925 16<sup>th</sup> Avenue Suite 3  
Monroe, WI 53566-1763

Dear Dan:

This letter confirms establishes your 2011-2012 indirect cost rates as noted below:

	7/1/11 to 6/30/12
Restricted Indirect Cost Rate	3.00%
Unrestricted Indirect Cost Rate	12.58%

Unless expressly prohibited by law, the above indirect cost rates can be applied against the total direct cost base of federal grants exclusive of capital object and major sub-contracts. Funds received by the grantee and subsequently passed through to another agency, which actually performs the program for which the funds are provided, can not be included in the direct cost base when computing the amount of the indirect cost reimbursement.

Use the restricted indirect cost rate on grants that prohibit supplanting. Elementary and secondary educational grants commonly have non-supplanting legislation.

If you have any questions, please call me at (608) 267-7882.

Sincerely,

(b)(6)

Gene Fornecker, CPA  
School Finance Auditor

GF

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

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## Monroe School District- Federal Funds -Budget Narrative-Year 1

**The outlined expenses have been identified as necessary to fulfill our goals and objectives as outlined in the PEP narrative. Cost descriptions, as well as tables outlining relevant expenses, are included to identify all budget components.**

### Personnel

Professional Staff Development: Paid at the appropriate district rate. 8 professional staff development days to implement the physical education curriculum. (8 Days X 10 Teachers X \$110/day = \$8,800) Goals 1, 2, 3, 4, 5

Professional Staff Development	\$8,800
--------------------------------	---------

Professional Staff Development: Paid at the appropriate district rate. One professional staff development day needed for each grant year, beginning in year one, to implement the early learner fitness program. (1 Day X 6 Teachers X \$110/day = \$660) Goals 1, 2, 3

Professional Staff Development	\$660
--------------------------------	-------

Substitute Costs for Offsite Professional Development Opportunities: Paid at the appropriate district substitute rate. These staff will be required during the grant period to allow relevant physical education staff to attend national and state conferences, as well as required PEP meetings. (30 Substitute Days X \$110/day in year 1 = \$3,300, 28 Substitute Days X \$110/day in year 2 = \$3,080, 28 Substitute Days X \$110/day in year 3 = \$3,080) Goals 1, 2, 3

Substitute Costs	\$3,300
------------------	---------

<b>Personnel Subtotal</b>	<b>\$12,670</b>
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### Fringe Benefits

Estimated benefits for non-contracted individuals. Includes FICA and WRS, calculated at 14.3 percent of salary. Goals 1, 2, 3, 4, 5

Fringe Benefits	\$1,825
-----------------	---------

### Travel

Project Director Meeting Travel: Travel for 2 staff to attend project director's meeting to understand necessary items involved in PEP grant implementation. Rate includes travel, lodging and meals. (Airfare X 2 people = \$450; Ground Transportation X 2 people X 2 days = \$260; Hotel X 2 people X 2 days = \$800; Meals X 2 people X 3 days = \$468) (\$450 + \$260 + \$800 + \$468 = \$1,978) Goals 1, 2, 3, 5

Project Director Meeting Travel	\$1,978
---------------------------------	---------

Travel to State AAHPERD conference: Five MSD staff will travel to state conference with peers in the health and physical fitness field to share ideas, learn best practices and discover the

latest concepts in the field. Rate includes transportation, lodging and meals. ((Year 1: Airfare \$600 x 5 people = \$3000; Ground Transportation \$65 x 5 people x 2 days = \$650; Hotel \$100 for 5 people in 3 rooms x 2 days = \$600; Meals \$56 x 5 people x 3 days = \$840) (3000 + 650 + 500 + 840 = \$4990)) Goals 1, 2, 3, 5

Travel to State AAHPERD Conference \$4,990

Travel to National AAHPERD conference: Five MSD staff will travel to national conference with peers in the health and physical fitness field to share ideas, learn best practices and discover the latest concepts in the field. Rate includes transportation, lodging and meals. ((Year 1: Airfare \$275 x 5 people = \$1375; Ground Transportation \$68 x 5 people x 2 days = \$680; Hotel \$198 for 5 people in 3 rooms x 2 days = \$1188; Meals \$78 x 5 people x 3 days = \$1170) (1375 + 680 + 1188 + 1170 = \$4413)) Goals 1, 2, 3, 5

Travel to National AAHPERD Conference \$4,413

Travel to attend the Advanced Training Workshop: Five MSD staff will travel to advanced training workshop in the summer to further our "train the trainer" approach to ensure sustainability of our program after grant funding ends. This workshop brings together experts in the fields of physical education and health who implement similar programs in their districts. Rate includes transportation, lodging and meals. ((Year 1: Airfare \$485 x 5 people = \$2425; Ground Transportation \$20 x 5 people x 2 days = \$200; Hotel \$120 for 5 people in 3 rooms x 2 days = \$720; Meals \$61 x 5 people x 2 days = \$610) (2425 + 200 + 720 + 610 = \$3955)) Goals 1,2,3,5

Travel to attend Advanced Training Workshop \$3,955

**Travel Subtotal \$15,336**

### Equipment

Elementary Equipment Package: To fully implement the elementary curriculum the following equipment is needed. (3 elementary school equipment packages total) These equipment packages will be purchased in Year 1 of the grant only. Goals 1, 2, 3, 4

**Number of Schools:**

Elementary (K-5) 3

Equipment Description	QTY Per School	Total QTY	Cost Per Item	Extended Total
Balance Board	2	6	\$70	\$420
Bar - Work Out Bar 12lbs	15	45	\$41	\$1,845
Bar - Work Out Bar 9lbs	15	45	\$36	\$1,620
Cones - Color My Class 12" - Set of 6	3	9	\$44	\$396
Cones - Color My Class 18" - Set of 6	6	18	\$70	\$1,260
Dumbbell - Neoprene 3lbs -ea	60	180	\$5	\$898
Exertube w/ Handles - Green - Light	15	45	\$13	\$585
Exertube w/ Handles - Red - Medium	15	45	\$15	\$675

Foot Bags (Hackey Sack)	8	24	\$7	\$168
Football - Poof Foam	5	15	\$9	\$135
Gamecraft 5" Nylon Bean Bags Prism Pack (dz) - 5"	4	8	\$15	\$120
Hoops 36" Premium No-Kink Multi-Colored -dz	2	4	\$69	\$276
Jump rope - EX-U Rope Licorice Speed Rope 7'	24	72	\$4	\$258
Jump rope - EX-U Rope Licorice Speed Rope 8'	24	72	\$4	\$273
Jump rope - EX-U Rope Licorice Speed Rope 9'	12	36	\$4	\$147
Measuring Tape- 100'	1	1	\$20	\$20
Scarves- DZ	10	30	\$16	\$480
Scooter Board Storage Rack	1	3	\$50	\$150
Jungle Gym with wall Mounts	30	90	\$50	\$4,500
Jungle Gym Cards	1	3	\$49	\$147
SandBells Elementary Kit 4-6-8 (14 of each)	1	3	\$509	\$1,527
Lebert Equalizer (case of 2 pair)	2	4	\$198	\$792
UltraFit Anti-Burst Stability Balls 55cm (22")	6	18	\$33	\$593
UltraFit Stability Ball Training Charts	1	3	\$35	\$105
NutriPlay Portion Pursuit	1	3	\$299	\$897
NutriPlay Roll-N-Fit	1	3	\$95	\$285
Five For Life Nutrition Kit	1	3	\$249	\$747
Food Fat Attack Set	1	3	\$279	\$837
Cardio Hot Spot	1	3	\$45	\$135
UltraFit Resistance Tubing Training Charts	1	3	\$35	\$105
UltraFit Yoga Charts	1	3	\$35	\$105
UltraFit Medicine Ball Charts	1	3	\$35	\$105
TumblePro 1 3/8 Polyethylene-Foam Mat (Royal Blue)	2	6	\$359	\$2,154
The Rower OT/PT	1	3	\$359	\$1,077
Wrap Weights 1/2 lbs OT/PT	1	3	\$8	\$24
Wrap Weights 1 lbs OT/PT	1	3	\$10	\$30
Wrap Weights 1 1/2 lbs OT/PT	1	3	\$10	\$30
UltraFit STEPerfect Fitness Step 24 Pack w/cart	2	6	\$1,399	\$8,394
Class Plus ExerFit Mat Packs	3	9	\$799	\$7,191
Wii U 32 GB Console	3	9	\$417	\$3,751
Nintendo Wii Remote Plus - Black	5	15	\$40	\$599
Just Dance 4 Video	3	9	\$50	\$450
Batteling Ropes/Wall Mounts	6	18	\$100	\$1,800
NutriPlay Coated-Foam Group Balls	1	3	\$599	\$1,797
Ultimate Scooter Game Packs (Basic)	1	3	\$699	\$2,097
Soft-Stix Floor Hockey Sets (24)	2	6	\$259	\$1,554
36"L 12-Player Set	2	4	\$259	\$1,036
42"L 12-Player Set	2	4	\$279	\$1,116
RinkPro Hockey Goats (Folding)	1	1	\$349	\$349
Horizontal Storage Bar Rack	1	3	\$260	\$780
Fit Step	30	90	\$30	\$2,700
Fit Step Cart	1	3	\$254	\$762

Tug-O-War Rope	1	1	\$95	\$95
<b>Sub-Total</b>				<b>\$58,388</b>
<b>Shipping &amp; Handling Charges</b>				<b>\$9,926</b>
<b>Total</b>				<b>\$68,314</b>

**Middle School Equipment Package:** To fully implement the middle school curriculum the following equipment is needed. (1 middle school equipment package) This equipment package will be purchased in Year 1 of the grant only. Goals 1,2,3,4

**Number of Schools: 1**

Middle (6-8)

<b>Equipment Description</b>	<b>QTY Per School</b>	<b>Total QTY</b>	<b>Cost Per Item</b>	<b>Extended Total</b>
Balance Board	8	8	\$70	\$560
Balls - Tuff Softi Prism - 6pk 6.25"	3	3	\$77	\$231
Balls - Tuff Specialty Prism -6pk 8.25"	2	2	\$145	\$290
Bowling Pins - Gamecraft Multi-Colored Sets	3	3	\$65	\$195
Cones - Color My Class 12" - Set of 6	4	4	\$44	\$176
Cones - Color My Class 18" - Set of 6	6	6	\$70	\$420
Dumbbell Neoprene Covered - 5lb EA	48	48	\$8	\$403
Dumbbell Neoprene Covered - 8lb EA	48	48	\$14	\$672
Exertube w/ Handles - Blue - Heavy	12	12	\$18	\$216
Exertube w/ Handles - Green - Light	12	12	\$13	\$156
Exertube w/ Handles - Red - Medium	24	24	\$15	\$360
Foot Bags (Hackey Sack)	9	9	\$7	\$63
Gamecraft Flying Discs - Set of 6	9	9	\$14	\$126
Pinnies - blue DZ	18	18	\$43	\$774
Pinnies - red DZ	18	18	\$43	\$774
Quick Feet 15" Donut Set w/Drill	8	8	\$42	\$336
Scarves- DZ	15	15	\$16	\$240
Train Stations	32	32	\$99	\$3,168
Train Station Cable Sets	32	32	\$59	\$1,888
Train Station Racks	2	2	\$190	\$380
Train Station DVD Training Cards	1	1	\$109	\$109
Jungle Gym	32	32	\$50	\$1,600
Jungle Gym DVD Training Cards	1	1	\$59	\$59
Sandbells 4lbs	6	6	\$12	\$72
Sandbells 6 lbs	6	6	\$14	\$84
Sandbells 8 lbs	6	6	\$16	\$96
Sandbells 10lbs	6	6	\$22	\$132
Sandbells 12 lbs	6	6	\$29	\$174
Sandbells 15lbs	6	6	\$36	\$216
Sandbells 20 lbs	6	6	\$45	\$270
Sandbells 25 lbs	6	6	\$54	\$324
Sandbells Cart (1000 lbs)	1	1	\$599	\$599

Medicine Ball - Rubber - 2k	10	10	\$35	\$350
Medicine Ball - Rubber - 3k	10	10	\$40	\$400
Medicine Ball Cart	2	2	\$190	\$380
Medicine Ball Cards	1	1	\$24	\$24
Lebert Equalizer (case of 2 pair)	6	6	\$198	\$1,188
ABC Agility Ladder	10	10	\$89	\$890
ABC Agility Ladder Training Cards	1	1	\$39	\$39
ExerFitPro Mat Packs (30) Rack	1	1	\$969	\$969
Yoga Mats (30) with Carrier	1	1	\$1,300	\$1,300
Power Jump Rope	40	40	\$12	\$480
Weighted Body Bars Ultra Fit Rack (36)	1	1	\$1,800	\$1,800
Cargo Rope & Net	1	1	\$800	\$800
Plyometric Boxes (4)	1	1	\$900	\$900
BOSU Balls - Rack	1	1	\$1,400	\$1,400
Kettle bell (15) With Rack	1	1	\$1,300	\$1,300
Disc Golf Compete Course	1	1	\$2,700	\$2,700
Air Pump	2	2	\$75	\$150
Movement Progression - DVD Training Cards	1	1	\$159	\$159
Stability Ball Rack (30)	1	1	\$1,400	\$1,400
<b>Sub-Total</b>				<b>\$31,790</b>
<b>Shipping &amp; Handling Charges</b>				<b>\$5,404</b>
<b>Total</b>				<b>\$37,194</b>

**High School Equipment Package:** To fully implement the high school curriculum the following equipment is needed. (1 high school equipment package) This equipment package will be purchased in Year 1 of the grant only. Goals 1,2,3,4

**Number of Schools: 1**

High School (9-12)

Equipment Description	QTY Per School	Total QTY	Cost Per Item	Extended Total
Balance Board	8	8	\$70	\$560
Balls - Tuff Softi Prism - 6pk 6.25"	3	3	\$77	\$231
Balls - Tuff Specialty Prism -6pk 8.25"	2	2	\$145	\$290
Beanbags Prism Pack- 5"-dz	4	4	\$24	\$96
Cones - Color My Class 12" - Set of 6	4	4	\$44	\$176
Exertube w/ Handles - Blue - Heavy	12	12	\$18	\$216
Exertube w/ Handles - Green - Light	12	12	\$13	\$156
Exertube w/ Handles - Red - Medium	24	24	\$15	\$360
Foot Bags (Hackey Sack)	9	9	\$7	\$63
Football - Poof Foam	15	15	\$9	\$135
Train Stations	32	32	\$99	\$3,168
Train Station Cable Sets	32	32	\$59	\$1,888

Train Station Racks	2	2	\$190	\$380
Train Station DVD Training Cards	1	1	\$109	\$109
Jungle Gym XT	32	32	\$99	\$3,168
Jungle Gym DVD Training Cards	1	1	\$59	\$59
Sandbells 4lbs	6	6	\$12	\$72
Sandbells 6 lbs	6	6	\$14	\$84
Sandbells 8 lbs	6	6	\$16	\$96
Sandbells 10lbs	6	6	\$22	\$132
Sandbells 12 lbs	6	6	\$29	\$174
Sandbells 15lbs	6	6	\$36	\$216
Sandbells 20 lbs	6	6	\$45	\$270
Sandbells 25 lbs	6	6	\$54	\$324
Sandbells Cart (1000 lbs)	1	1	\$599	\$599
Medicine Ball - Rubber - 3k	12	12	\$35	\$420
Medicine Ball - Rubber - 4K	6	6	\$40	\$240
Medicine Ball - Rubber - 5k	6	6	\$50	\$300
Medicine Ball Cart	2	2	\$190	\$380
Medicine Ball Cards	1	1	\$24	\$24
Evolution Balls - Class Set 24 Rack	1	1	\$1,199	\$1,199
Detonate Plyo Boxes 3 Box set	1	1	\$1,549	\$1,549
Adapt Foam Boxes	30	30	\$150	\$4,500
Cones (Package)	1	1	\$100	\$100
Agility Rings (10)	3	3	\$40	\$120
ABC Agility Ladder	6	6	\$89	\$534
ABC Agility Ladder Training Cards	1	1	\$39	\$39
Pull Up Revolution	12	12	\$50	\$600
Smart Hurdles (3) Number 4	2	2	\$179	\$358
Smart Hurdles (3) Number 5	2	2	\$189	\$378
Smart Hurdles (6) 6 inch	2	2	\$79	\$158
Smart Hurdles (6) 12 inch	2	2	\$89	\$178
Power Jump Rope	40	40	\$12	\$480
Circuit Trainer Bands	36	36	\$42	\$1,512
Circuit Trainer DVD -Training Cards	1	1	\$59	\$59
C-Bands R2 - R3	32	32	\$30	\$960
C-Bands Training Cards	1	1	\$15	\$15
Monster Walk R3 - R4	32	32	\$15	\$480
Mini Bands (Pack of 10)	10	10	\$30	\$300
Mini Bands Training Cards	10	10	\$30	\$300
Vertical Jumper	16	16	\$76	\$1,216
Power Wheels	10	10	\$60	\$600
Power Wheels Training Cards	1	1	\$12	\$12
Power Push Up	10	10	\$40	\$400
Power Push Up Training Cards	1	1	\$6	\$6
PowR Walk	32	32	\$25	\$800
PowR Walk Training Cards DVD	1	1	\$59	\$59
Stability Balls 45 - 55 65	36	36	\$40	\$1,440
Stability Ball Net	2	2	\$150	\$300
Batteling Ropes	6	6	\$100	\$600

Batteling Ropes Wall Anchor	6	6	\$25	\$150
Air Pump	2	2	\$75	\$150
TRX Wall Grid (21 feet)	4	4	\$1,800	\$7,200
Movement Progression - DVD Training Cards	1	1	\$159	\$159
Stability Ball	16	16	\$40	\$640
Dyno Discs	16	16	\$40	\$640
Nutritional Samples	1	1	\$750	\$750
CPR Training	1	1	\$500	\$500
AED Machine	1	1	\$1,000	\$1,000
Foam Roller Rack (10)	2	2	\$209	\$418
Foam Rollers Wall Rack (6)	2	2	\$165	\$330
Lacrosse Balls (6 pack)	6	6	\$20	\$120
Sticks	32	32	\$12	\$384
Sticks Cart	1	1	\$75	\$75
Sticks Training Cards	1	1	\$29	\$29
Sticks Cart	1	1	\$75	\$75
ExerFitPro Mat Packs (30) Rack	1	1	\$969	\$969
Weighted Vests	12	12	\$159	\$1,908
Gliding Discs Club Pack (25)	1	1	\$209	\$209
ABE Certification	6	6	\$99	\$594
Staff /leadership Development	5	5	\$500	\$2,500
Indoor Rope Equipment Stations	5	5	\$2,000	\$10,000
Helmets	24	24	\$50	\$1,200
Ropes	6	6	\$200	\$1,200
Low Ropes Course	5	5	\$2,000	\$10,000
Leadership Materials	1	1	\$2,000	\$2,000
<b>Sub-Total</b>				<b>\$76,837</b>
<b>Shipping &amp; Handling Charges</b>				<b>\$13,062</b>
<b>Total</b>				<b>\$89,899</b>

**After School Program Equipment Package:** Equipment necessary to fully support the After School Program includes the following materials. (3 after school program equipment packages) This equipment will only be purchased in Year 1 of the grant. Goals 1,2,3,4

**Number of Schools:**

Elementary (K-5)

3

Equipment Description	QTY Per School	Total QTY	Cost Per Item	Extended Total
1kg Rubber Medicine Balls	3	9	\$26	\$234
Color My Class - Foam Dice 3"	3	9	\$38	\$342
Foam Tennis Trainers	10	30	\$3	\$90
Hand Tally Counter	1	3	\$10	\$30
Intermediate Size Basketballs (set/6)	5	15	\$63	\$945
Large Foam Dice - 1 Pair	1	3	\$22	\$66
Soccer Balls - 4 Sponge Fun Size - Set of 6	18	54	\$85	\$4,589

Throw Down Bases	1	3	\$15	\$45
Triple Threat Flag Football Belts - Red	15	45	\$4	\$180
Triple Threat Flag Football Belts - Yellow	15	45	\$4	\$180
Voit Tuff Coated Foam 8 1/2 Mini Football - Prism Pack	2	6	\$80	\$480
Voit Tuff Coated Foam 9 -3/4 Junior Football - Prism Pack	2	6	\$103	\$618
Volley Enduro Trainer- Prism Pack - Set of 6	6	18	\$120	\$2,160
Storage Cart/Cage	1	3	\$2,000	\$6,000
<b>Sub - Total</b>				<b>\$15,958</b>
<b>Shipping &amp; Handling Charges</b>				<b>\$2,713</b>
<b>Total</b>				<b>\$18,670</b>

**Equipment Subtotal****\$214,078****Supplies**

K-12 PE E-Curriculum: Our district is purchasing a comprehensive physical education curriculum. Each PE teacher will implement the identified e-curriculum and needs a comprehensive teacher kit to correctly do this. Teacher kits include the following: one e-curriculum manual appropriate for the level of that teacher, a nutrition kit, a circuit training kit, social and emotional program, a DVD series and a resource CD. (10 teachers X \$656 = \$6,560)  
Goals 1, 3

K-12 PE E-Curriculum \$6,560

After School Program (ASP) Bundle: Our district has chosen to purchase an ASP curriculum that correlates with our identified PE curriculum. Students participating in ASP will increase their activity levels during and after school hours. MSD contains 5 sites implementing ASP –each one will utilize a set of after school curriculum and nutrition kit. (5 program sites X \$410 = \$2,050)  
Goals 1, 3

After School Program Curriculum \$2,050

Classroom Activity Break Program: Program will be implemented at elementary and middle schools by instructors to increase physical activity during the school day. A site license will be purchased for each site offering this program. (4 sites X \$300 = \$1,200) Goals 1, 3

Classroom Activity Break Program \$1,200

School Garden Project: Project with Christensen Farms focusing on healthy eating, organic farming and community collaboration. Items needed to complete the school garden include soil preparation tools, waterlines, maintenance supplies, weeding and planting tools, seeds, composting materials, and harvesting tools. Goals 1, 3

School Garden Project \$150

Evaluation Materials: Materials needed to collect PEP grant data. Evaluation materials needed to accurately collect data to support PEP goals and objectives include pedometers, fitness measurement tools, and heart rate monitors. Every site collecting PEP data will need these materials. Goals 1, 3

Evaluation Materials

\$72,834

<b>ELEMENTARY SCHOOL EVALUATION EQUIPMENT LIST</b>				
<b>Number of Schools: 3</b>				
Elementary (K-5)				
<b>Equipment Description</b>	<b>QTY/School</b>	<b>Total QTY</b>	<b>Cost Per Item</b>	<b>Extended Total</b>
Pedometers (X32) : Ekho One .5	2	6	\$720	\$4,320
HRM (X30) : WMP-88	1	1	\$1,650	\$1,650
Flexibility Assessment Tester	1	3	\$110	\$330
Mat - Dual Density Workout	15	45	\$38	\$1,710
Pacer CD - 20 Meter	1	3	\$30	\$90
Stadi-O-Meter	1	3	\$125	\$375
AssessPro Modified Pull-up Fitness System	3	3	\$315.00	\$945
AssessPro Rep-Addition Push-up Tester	2	6	\$69.95	\$420
AssessPro Curl-up Mats	4	6	\$29.95	\$180
AssessPro Flex-Solo Tester	3	3	\$139.00	\$417
<b>Sub - Total</b>				<b>\$10,436</b>
<b>Truck Shipping</b>				<b>\$1,774</b>
<b>Total</b>				<b>\$12,210</b>

<b>MIDDLE SCHOOL EVALUATION EQUIPMENT LIST</b>				
<b>Number of Schools: 1</b>				
Middle (6-8)				
<b>Equipment Description</b>	<b>QTY/School</b>	<b>Total QTY</b>	<b>Cost/Item</b>	<b>Extended Total</b>
Flexibility Assessment Tester	1	1	\$110	\$110
Mat - Dual Density Workout	36	36	\$38	\$1,368
Pacer CD - 20 Meter	1	1	\$30	\$30
Stadi-O-Meter	1	1	\$125	\$125
Heart Rate Readers	10	10	\$100	\$1,000
Scale Health-O-Meter	2	2	\$550	\$1,100
Smart Hurdle Test 4 -5	6	6	\$89	\$534
Competence Based Assessment Manual	2	2	\$40	\$80
Assessment Gauges/Posters	12	12	\$75	\$900
Moveable Bands (Pedometers)	100	100	\$30	\$3,000
Vertec Vertical Jump Tester (Wall Mount)	1	1	\$799	\$799

Auto Blood Pressure Monitor	2	2	\$130	\$260
	<b>Sub - Total</b>			<b>\$9,306</b>
	<b>Truck Shipping</b>			<b>\$1,582</b>
	<b>Total</b>			<b>\$10,888</b>

<b>HIGH SCHOOL EVALUATION EQUIPMENT LIST</b>				
<b>Number of Schools:</b>				
High School (9-12)		1		
<b>Equipment Description</b>	<b>QTY Per School</b>	<b>Total QTY</b>	<b>Cost Per Item</b>	<b>Extended Total</b>
Flexibility Assessment Tester	1	1	\$110	\$110
Mat - Dual Density Workout	36	36	\$38	\$1,368
Pacer CD - 20 Meter	1	1	\$30	\$30
Stadi-O-Meter	1	1	\$125	\$125
Smart Hurdle Test 4 -5	6	6	\$89	\$534
Competence Based Assessment Manual	2	2	\$40	\$80
Assessment Gauges/Posters	12	12	\$75	\$900
Moveable Bands (Pedometers)	100	100	\$30	\$3,000
Heart Rate Readers	10	10	\$100	\$1,000
Vertec Vertical Jump Tester (Wall Mount)	1	1	\$799	\$799
iPads	10	10	\$499	\$4,990
iPad Cases (Griffin)	10	10	\$49	\$490
iPods	10	10	\$200	\$2,000
MacBook Pro	1	1	\$2,000	\$2,000
iPod Cases (Griffin)	10	10	\$20	\$200
Apps	100	100	\$30	\$3,000
Cabling Connections	10	10	\$50	\$500
Technical Support	10	10	\$99	\$990
Elite Portable Timers	6	6	\$399	\$2,394
Projection System - Sound System	6	6	\$2,000	\$12,000
Smart Board Portable	2	2	\$3,000	\$6,000
	<b>Sub - Total</b>			<b>\$42,510</b>
	<b>Truck Shipping</b>			<b>\$7,227</b>
	<b>Total</b>			<b>\$49,736</b>

**Supplies Subtotal**

**\$82,794**

**Contractual Services**

Contracted Services for Program Curriculum: Technical assistance to develop curriculum infrastructure, including curriculum guides, timelines, and consensus district curriculum maps, is needed to fully implement the grant goals. Other technical assistance includes vendor research, equipment purchases, report generation, organizing staff development days and supporting

program staff. Goals for this category: completed curriculum guide, curriculum maps, program timelines and robust program support. Goals 1-3

Contracted Services for Program Curriculum \$10,000

Contracted services for web-based Software: MSD will purchase fitness and curriculum software to access relevant fitness data throughout the program. Benefits include: the program will meet designated state standards; teachers will continuously view test results (including pre and post fitness test scores) to address identified gaps. Parents, teachers, the school board, SHAC committee and the public can view aggregate data and reports generated from this software system. This will allow relevant parties to determine how well students are doing in meeting minimum health related standards in various fitness tests and how their behavioral choices are affecting their fitness and cognitive outcomes. This software will enable our district to fully implement the identified PE curriculum and provide access to data to inform and improve our implementation. Online student portfolios are included with this web-based software application for use by middle and high-school students. Goals 1-3

Contracted Services for Web-based Software \$18,750

Contracted Services for Quantitative Evaluation: Quantitative evaluation services for this grant will be contracted with an outside evaluator. This evaluation team will analyze relevant fitness data, including activity logs, cognitive scores and survey data. After analyzing the data and information they have gathered through these and other sources, the quantitative evaluator will generate preliminary and final reports to implement program improvement. Goals 1-3

Contracted Services for Quantitative Evaluation \$10,200

Contracted Services for Qualitative Evaluation: Qualitative evaluation services for this grant will be contracted with an outside evaluator. The evaluation team will conduct on-site visits and evaluate the program effectiveness and ease of implementation through use of focus groups, walk-throughs and in depth interviews with students, teachers and administrators. Upon conclusion of these studies and appropriate data analysis, the qualitative evaluator will generate preliminary and final reports to implement program improvement. Goals 1-3

Contracted Services for Qualitative Evaluation \$7,500

Contracted Services for Data Collection for Evaluation: Data for this grant will be collected and handled by a data collection provider.

Contracted Services for Data Collection for Evaluation \$12,300

Contracted Services for K-12 PE Professional Development: Eight days of professional development training in health and fitness activity and curriculum training per year will be contracted through an established curriculum company. Educators will be trained in use of PE curriculum, use and maintenance of equipment, best practices in the field, relevant teaching strategies in physical education, and PEP grant requirements. In addition, a selected staff leadership team will create a curriculum guide that includes vision/mission, power standards,

curriculum map and common assessment plan to increase program sustainability after grant funds are expended. (8 Days X \$3,000/day = \$24,000/year) Goals 1-3

Contracted Services for K-12 PE Professional Development \$24,000

Contracted Services for the After School Program Training: One day contracted after-school training for educators per year. After school leaders will be comprehensively trained on the use of the program being implemented, equipment being purchased as well as best practices and teaching strategies in the after school program. (1 Day X \$3,000/day = \$3,000/year) Goals 1-3

Contracted Services for the After School Program Training \$3,000

**Contracted Services Subtotal \$85,750**

### **Other**

Advanced Training Workshop Registration: Five educators will attend a 48 hour workshop during each year of grant funding. Workshop will be held in Spokane, WA and will be taught by current leaders in the physical education and health fields. (Year 1, 2 and 3 = 5 teachers X \$350 = \$1750) Goals 1-3, 5

Advanced Training Workshop Registration \$1,750

State AAHPERD Registration: MSD will send five educators to this state conference each year of the grant. Attending our state AHPERD organization is vital if we are to keep our program abreast of the profession. (Year 1, 2 and 3 = 5 teachers X \$125 = \$625) Goals 1-3, 5

State AAHPERD Registration \$625

National AAHPERD Registration: MSD will send five educators to this national conference each year of the grant. This conference is a vital networking and learning experience for our educators and allows them to bring back best practices to our classrooms. (Year 1, 2 and 3 = 5 teachers X \$415 = \$2,075) Goals 1-3, 5

National AAHPERD Registration \$2,075

**Other Subtotal \$4,450**

**Direct Costs (Includes all Subtotals) \$416,993**

**Indirect Costs (calculated at 3% on all direct costs except equipment) \$6,087**

**Total Costs (Includes Direct and Indirect Costs) \$423,080**

## **Monroe School District Budget Narrative –Federal Funds –Year Two**

### **Personnel**

Professional Staff Development: Paid at the appropriate district rate. 8 professional staff development days to implement the physical education curriculum. (8 Days X 10 Teachers X \$110/day = \$8,800) Goals 1, 2, 3, 4, 5

Professional Staff Development \$8,800

Professional Staff Development: Paid at the appropriate district rate. One professional staff development day needed for each grant year, beginning in year one, to implement the early learner fitness program. (1 Day X 6 Teachers X \$110/day = \$660) Goals 1, 2, 3

Professional Staff Development \$660

Substitute Costs for Offsite Professional Development Opportunities: Paid at the appropriate district substitute rate. These staff will be required during the grant period to allow relevant physical education staff to attend national and state conferences, as well as required PEP meetings. (30 Substitute Days X \$110/day in year 1 = \$3,300, 28 Substitute Days X \$110/day in year 2 = \$3,080, 28 Substitute Days X \$110/day in year 3 = \$3,080) Goals 1, 2, 3

Substitute Costs \$3,080

**Personnel Subtotal \$12,540**

### **Fringe Benefits**

Estimated benefits for non-contracted individuals. Includes FICA and WRS, calculated at 14.3 percent of salary. Goals 1, 2, 3, 4, 5

Fringe Benefits \$1,793

### **Travel**

Travel to State AAHPERD conference: Five MSD staff will travel to state conference with peers in the health and physical fitness field to share ideas, learn best practices and discover the latest concepts in the field. Rate includes transportation, lodging and meals. ((Year 2: Airfare \$630 x 5 people = \$3150; Ground Transportation \$68 x 5 people x 2 days = \$680; Hotel \$105 for 5 people in 3 rooms x 2 d = \$630; Meals \$59 per 5 people x 3 days = \$885) (3150 + 680 + 630 + 885 = \$5345)) Goals 1, 2, 3, 5

Travel to State AAHPERD Conference \$5,345

Travel to National AAHPERD conference: Five MSD staff will travel to national conference with peers in the health and physical fitness field to share ideas, learn best practices and discover the latest concepts in the field. Rate includes transportation, lodging and meals. ((Year 2: Airfare \$389 x 5 people = \$1945; Ground Transportation \$84 x 5 people x 2 days = \$840; Hotel \$221

for 5 people in 3 rooms x 2 days = \$1326; Meals \$75 x 5 people x 3 days = \$1125) (1945 + 840 + 1326 + 1125 = \$5236)) Goals 1,2,3,5

Travel to National AAHPERD Conference \$5,236

Travel to attend the Advanced Training Workshop: Five MSD staff will travel to advanced training workshop in the summer to further our "train the trainer" approach to ensure sustainability of our program after grant funding ends. This workshop brings together experts in the fields of physical education and health who implement similar programs in their districts. Rate includes transportation, lodging and meals. ((Year 2: Airfare \$509 x 5 people = \$2545; Ground Transportation \$21 x 5 people x 2 days = \$210; Hotel \$126 for 5 people in 3 rooms x 2 days = \$756; Meals \$64 x 5 people x 2 days = \$640) (2545 + 210 + 756 + 640 = \$4151)) Goals 1,2,3,5

Travel to attend Advanced Training Workshop \$4,151

**Travel Subtotal \$14,732**

### Equipment

Early Learner Fitness Program Equipment Package: All equipment necessary to implement the program. (3 Early Learner Fitness Program equipment packages) Goals 1,2,3,4

Early Learner Fitness Program Equipment Package \$8,336

#### Number of Schools:

Elementary (K-5) 3

Equipment Description	QTY Per School	Total QTY	Cost Per Item	Extended Total
Balance Beams - Educational Pieces Set of 5	1	3	\$340	\$1,020
Beach Balls - 12"	6	18	\$3	\$54
Buckets - set of 12 (red, bl, grn, yllw)	1	3	\$40	\$120
CD Music "We All Live Together"	1	3	\$15	\$45
Feet Markers - set of 12	2	6	\$19	\$114
Floor Marking Tape 1"x60yd- blu/grn/red/wt/yw/blk	1	3	\$5	\$16
Hard Rounded Markers - Set of 48 (8 of ea color)	1	3	\$65	\$195
My Plate Food Set	1	3	\$335	\$1,005
Hurdles - Multi Height Flex Hurdle-set of 4	1	3	\$61	\$183
Mat - Foam Bonded 4 'X 2 'X 8' -	4	12	\$260	\$3,120
PUGG Goal	1	3	\$150	\$450
Sight Word Steps	2	6	\$40	\$240
Soccer Ball - Soft Kick	4	12	\$17	\$204
Tug - Sof 50' Elementary	1	3	\$120	\$360
		<b>Sub Total</b>		<b>\$7,125</b>
		<b>Shipping</b>		<b>\$1,211</b>

	<b>Total</b>	<b>\$8,336</b>
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Fitness Center Equipment: Developmentally appropriate fitness center equipment for students to maintain and improve fitness levels. (1 high school fitness center in year 2 and 1 middle school fitness center in year 3) Goals 1,2,3,4

Fitness Center Equipment \$147,386

**Number of Schools:**

High School (9-12) 1

<b>Fitness Center Description - Year 2</b>	<b>QTY/School</b>	<b>Total QTY</b>	<b>Cost/Item</b>	<b>Extended Total</b>
MATRIX TREADMILL	3	3	\$8,995	\$26,985
MATRIX ELLIPTCAL	3	3	\$6,995	\$20,985
MATRIX RECUMBENT BIKE	3	3	\$3,995	\$11,985
MATRIX UPRIGHT BIKE	3	3	\$3,695	\$11,085
MATRIX GROUP EXERCISE BIKE	3	3	\$1,395	\$4,185
KettelBells 8 kg	3	3	\$39	\$117
KettelBells 12 Kg	3	3	\$49	\$147
KettelBells 16 Kg	3	3	\$59	\$177
KettelBells 20 kg	3	3	\$69	\$207
KettelBells 24 Kg	3	3	\$79	\$237
Slam Ball Elite 15 Ball Set	1	1	\$1,449	\$1,449
Gluten Ham	1	1	\$1,369	\$1,369
Dumbbell Rack	1	1	\$739	\$739
Free Wt Bench	2	2	\$919	\$1,838
Bumper Storage Large	2	2	\$319	\$638
Bumper Storage Small	1	1	\$299	\$299
Adjustable Bench	3	3	\$949	\$2,847
HD Elite Combo Rack	3	3	\$2,500	\$7,500
2 Handle Pull UP	3	3	\$50	\$150
Top Band Peg -Pair	3	3	\$229	\$687
Spotter Platform - Pair	3	3	\$499	\$1,497
HD Elite Technique Trays - Pair	3	3	\$499	\$1,497
HD Elite Dip Handles	3	3	\$299	\$897
HD Elite Combo Rack - Power Rack	3	3	\$229	\$687
Top Band Peg -Pair	3	3	\$299	\$897
Reverse Bar Support - Pair	3	3	\$399	\$1,197
Dock n Lock	3	3	\$99	\$297
HDERAMP	3	3	\$99	\$297
HDE/MR Standard Base Insert	3	3	\$2,760	\$8,280
SADB Signature Adjustable Decline Bench	1	1	\$819	\$819
Intek 5-50 LB Pro Style Rubber Dumbbells	1	1	\$2,159	\$2,159

Intek 55-100 LB Pro Style Rubber Dumbbells	1	1	\$4,529	\$4,529
Intek 10LB Gray Training Bumper Plate	6	6	\$85	\$510
Intek 25LB Gray Training Bumper Plate	6	6	\$131	\$786
Intek 35LB Gray Training Bumper Plate	6	6	\$169	\$1,014
Intek 45LB Gray Training Bumper Plate	6	6	\$217	\$1,302
IRNG 45LBS Rubber Plate	15	15	\$89	\$1,335
IRNG 7ft OLY Competition Bar	3	3	\$670	\$2,010
IRNG 2.5 LBS Rubber Plate	7	7	\$5	\$35
IRNG 10 LBS Rubber Plate	15	15	\$20	\$300
Maintenance	1	1	\$2,000	\$2,000
<b>Sub-Total</b>				<b>\$125,971</b>
<b>Shipping &amp; Handling Charges</b>				<b>\$21,415</b>
<b>Total</b>				<b>\$147,386</b>

**Equipment Subtotal****\$155,722****Supplies**

Early Learner Fitness E-Program: A K-3 early learner fitness program correlating with the identified PE curriculum and after school program will be purchased. The early learner fitness e-program will engage emergent learners in reading, writing and math skills and physical activities. Each site responsible for implementing the program needs a bundled set of e-curriculum and nutrition kit to implement their goals. (12 teachers in year 2 X \$294 = \$3,528 and 12 teachers in year 3 X \$294 = \$3,528) Goals 1, 3

Early Learner Fitness E-Program

\$3,528

School Garden Project: Project with Christensen Farms focusing on healthy eating, organic farming and community collaboration. Items needed to complete the school garden include soil preparation tools, waterlines, maintenance supplies, weeding and planting tools, seeds, composting materials, and harvesting tools. Goals 1, 3

School Garden Project

\$150

**Supplies Subtotal****\$3,678****Contractual Services**

Contracted Services for Program Curriculum: Technical assistance to develop curriculum infrastructure, including curriculum guides, timelines, and consensus district curriculum maps, is needed to fully implement the grant goals. Other technical assistance includes vendor research, equipment purchases, report generation, organizing staff development days and supporting

program staff. Goals for this category: completed curriculum guide, curriculum maps, program timelines and robust program support. Goals 1-3

Contracted Services for Program Curriculum \$10,000

Contracted Services for Quantitative Evaluation: Quantitative evaluation services for this grant will be contracted with an outside evaluator. This evaluation team will analyze relevant fitness data, including activity logs, cognitive scores and survey data. After analyzing the data and information they have gathered through these and other sources, the quantitative evaluator will generate preliminary and final reports to implement program improvement. Goals 1-3

Contracted Services for Quantitative Evaluation \$10,200

Contracted Services for Qualitative Evaluation: Qualitative evaluation services for this grant will be contracted with an outside evaluator. The evaluation team will conduct on-site visits and evaluate the program effectiveness and ease of implementation through use of focus groups, walk-throughs and in depth interviews with students, teachers and administrators. Upon conclusion of these studies and appropriate data analysis, the qualitative evaluator will generate preliminary and final reports to implement program improvement. Goals 1-3

Contracted Services for Qualitative Evaluation \$7,500

Contracted Services for Data Collection for Evaluation: Data for this grant will be collected and handled by a data collection provider.

Contracted Services for Data Collection for Evaluation \$12,300

Contracted Services for K-12 PE Professional Development: Eight days of professional development training in health and fitness activity and curriculum training per year will be contracted through an established curriculum company. Educators will be trained in use of PE curriculum, use and maintenance of equipment, best practices in the field, relevant teaching strategies in physical education, and PEP grant requirements. In addition, a selected staff leadership team will create a curriculum guide that includes vision/mission, power standards, curriculum map and common assessment plan to increase program sustainability after grant funds are expended. (8 Days X \$3,000/day = \$24,000/year) Goals 1-3

Contracted Services for K-12 PE Professional Development \$24,000

Contracted Services for the After School Program Training: One day contracted after-school training for educators per year. After school leaders will be comprehensively trained on the use of the program being implemented, equipment being purchased as well as best practices and teaching strategies in the after school program. (1 Day X \$3,000/day = \$3,000/year) Goals 1-3

Contracted Services for the After School Program Training \$3,000

Contracted Services for the Early Learner Fitness Program Training: One day of training to be contracted in year 2 and year 3 of the grant. All elementary PE teachers and K-2 classroom

teachers who will implement the program will be fully trained. (1 Day X \$3,000/day = \$3,000/year) Goals 1-3

Contracted Services for the Early Learner Fitness Program Training	\$3,000
<b>Contracted Services Subtotal</b>	<b>\$70,000</b>

#### **Other**

Advanced Training Workshop Registration: Five educators will attend a 48 hour workshop during each year of grant funding. Workshop will be held in Spokane, WA and will be taught by current leaders in the physical education and health fields. (Year 1, 2 and 3 = 5 teachers X \$350 = \$1750) Goals 1-3, 5

Advanced Training Workshop Registration	\$1,750
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State AAHPERD Registration: MSD will send five educators to this state conference each year of the grant. Attending our state AHPERD organization is vital if we are to keep our program abreast of the profession. (Year 1, 2 and 3 = 5 teachers X \$125 = \$625) Goals 1-3, 5

State AAHPERD Registration	\$625
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National AAHPERD Registration: MSD will send five educators to this national conference each year of the grant. This conference is a vital networking and learning experience for our educators and allows them to bring back best practices to our classrooms. (Year 1, 2 and 3 = 5 teachers X \$415 = \$2,075) Goals 1-3, 5

National AAHPERD Registration	\$2,075
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<b>Other Subtotal</b>	<b>\$4,450</b>
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<b>Direct Costs (Includes all Subtotals)</b>	<b>\$262,915</b>
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<b>Indirect Costs (calculated at 3% on all direct costs except equipment)</b>	<b>\$5,787</b>
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<b>Total Costs (Direct and Indirect Costs)</b>	<b>\$268,703</b>
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### **Monroe School District Budget Narrative Federal Funds-Year Three**

#### **Personnel**

Professional Staff Development: Paid at the appropriate district rate. 8 professional staff development days to implement the physical education curriculum. (8 Days X 10 Teachers X \$110/day = \$8,800) Goals 1, 2, 3, 4, 5

Professional Staff Development	\$8,800
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Professional Staff Development: Paid at the appropriate district rate. One professional staff development day needed for each grant year, beginning in year one, to implement the early learner fitness program. (1 Day X 6 Teachers X \$110/day = \$660) Goals 1, 2, 3

Professional Staff Development \$660

Substitute Costs for Offsite Professional Development Opportunities: Paid at the appropriate district substitute rate. These staff will be required during the grant period to allow relevant physical education staff to attend national and state conferences, as well as required PEP meetings. (30 Substitute Days X \$110/day in year 1 = \$3,300, 28 Substitute Days X \$110/day in year 2 = \$3,080, 28 Substitute Days X \$110/day in year 3 = \$3,080) Goals 1, 2, 3

Substitute Costs \$3,080

**Personnel Subtotal \$12,540**

### **Fringe Benefits**

Estimated benefits for non-contracted individuals. Includes FICA and WRS, calculated at 14.3 percent of salary. Goals 1, 2,3,4,5

Fringe Benefits \$1,793

### **Travel**

Travel to State AAHPERD conference: Five MSD staff will travel to state conference with peers in the health and physical fitness field to share ideas, learn best practices and discover the latest concepts in the field. Rate includes transportation, lodging and meals. ((Year 3: Airfare \$662 x 5 people = \$3310; Ground Transportation \$72 x 5 people x 2 days = \$720; Hotel \$110 x 5 people in 3 rooms for 2 days = \$660; Meals \$62 x 5 people x 3 days = \$930) (3310 + 720 + 660 + 930 = \$5620)) Goals 1,2,3,5

Travel to State AAHPERD Conference \$5,620

Travel to National AAHPERD conference: Five MSD staff will travel to national conference with peers in the health and physical fitness field to share ideas, learn best practices and discover the latest concepts in the field. Rate includes transportation, lodging and meals. ((Year 3: Airfare \$534 x 5 people = \$2670; Ground Transportation \$81 x 5 people x 2 days = \$810; Hotel \$243 for 5 people in 3 rooms x 2 days = \$1458; Meals \$95 x 5 people x 3 days = \$1425) (2670 + 810 + 1458 + 1425 = \$6363)) Goals 1,2,3,5

Travel to National AAHPERD Conference \$6,383

Travel to attend the Advanced Training Workshop: Five MSD staff will travel to advanced training workshop in the summer to further our "train the trainer" approach to ensure sustainability of our program after grant funding ends. This workshop brings together experts in the fields of physical education and health who implement similar programs in their districts. Rate includes transportation, lodging and meals. ((Year 3: Airfare \$535 x 5 people = \$2675;

Ground Transportation \$22 x 5 people x 2 days = \$220; Hotel \$132 for 5 people in 3 rooms x 2 days = \$792; Meals \$67 x5 people x 2 days = \$670) (2675 + 220 + 792 + 670 = \$4357)) Goals 1,2,3,5

Travel to attend Advanced Training Workshop \$4,357

**Travel Subtotal \$16,340**

## Equipment

Fitness Center Equipment: Developmentally appropriate fitness center equipment for students to maintain and improve fitness levels. (1 high school fitness center in year 2 and 1 middle school fitness center in year 3) Goals 1,2,3,4

Fitness Center Equipment \$147,386

### Number of Schools: 1

Middle School (6-8)

Fitness Center Description - Year 3	QTY/School	Total QTY	Cost/Item	Extended Total
MATRIX TREADMILL	3	3	\$8,995	\$26,985
MATRIX ELLIPTICAL	3	3	\$6,995	\$20,985
MATRIX RECUMBENT BIKE	3	3	\$3,995	\$11,985
MATRIX UPRIGHT BIKE	3	3	\$3,695	\$11,085
MATRIX GROUP EXERCISE BIKE	3	3	\$1,395	\$4,185
KettelBells 8 kg	3	3	\$39	\$117
KettelBells 12 Kg	3	3	\$49	\$147
KettelBells 16 Kg	3	3	\$59	\$177
KettelBells 20 kg	3	3	\$69	\$207
KettelBells 24 Kg	3	3	\$79	\$237
Slam Ball Elite 15 Ball Set	1	1	\$1,449	\$1,449
Gluten Ham	1	1	\$1,369	\$1,369
Dumbbell Rack	1	1	\$739	\$739
Free Wt Bench	2	2	\$919	\$1,838
Bumper Storage Large	2	2	\$319	\$638
Bumper Storage Small	1	1	\$299	\$299
Adjustable Bench	3	3	\$949	\$2,847
HD Elite Combo Rack	3	3	\$2,500	\$7,500
2 Handle Pull UP	3	3	\$50	\$150
Top Band Peg -Pair	3	3	\$229	\$687
Spotter Platform - Pair	3	3	\$499	\$1,497
HD Elite Technique Trays - Pair	3	3	\$499	\$1,497
HD Elite Dip Handles	3	3	\$299	\$897
HD Elite Combo Rack - Power Rack	3	3	\$229	\$687
Top Band Peg -Pair	3	3	\$299	\$897

Reverse Bar Support - Pair	3	3	\$399	\$1,197
Dock n Lock	3	3	\$99	\$297
HDERAMP	3	3	\$99	\$297
HDE/MR Standard Base Insert	3	3	\$2,760	\$8,280
SADB Signature Adjustable Decline Bench	1	1	\$819	\$819
Intek 5-50 LB Pro Style Rubber Dumbbells	1	1	\$2,159	\$2,159
Intek 55-100 LB Pro Style Rubber Dumbbells	1	1	\$4,529	\$4,529
Intek 10LB Gray Training Bumper Plate	6	6	\$85	\$510
Intek 25LB Gray Training Bumper Plate	6	6	\$131	\$786
Intek 35LB Gray Training Bumper Plate	6	6	\$169	\$1,014
Intek 45LB Gray Training Bumper Plate	6	6	\$217	\$1,302
IRNG 45LBS Rubber Plate	15	15	\$89	\$1,335
IRNG 7ft OLY Competition Bar	3	3	\$670	\$2,010
IRNG 2. 5 LBS Rubber Plate	7	7	\$5	\$35
IRNG 10 LBS Rubber Plate	15	15	\$20	\$300
Maintenance	1	1	\$2,000	\$2,000
<b>Sub-Total</b>				<b>\$125,971</b>
<b>Shipping &amp; Handling Charges</b>				<b>\$21,415</b>
<b>Total</b>				<b>\$147,386</b>

**Equipment Subtotal****\$147,386****Supplies**

Early Learner Fitness E-Program: A K-3 early learner fitness program correlating with the identified PE curriculum and after school program will be purchased. The early learner fitness e-program will engage emergent learners in reading, writing and math skills and physical activities. Each site responsible for implementing the program needs a bundled set of e-curriculum and nutrition kit to implement their goals. (12 teachers in year 2 X \$294 = \$3,528 and 12 teachers in year 3 X \$294 = \$3,528) Goals 1, 3

Early Learner Fitness E-Program

\$3,528

School Garden Project: Project with Christensen Farms focusing on healthy eating, organic farming and community collaboration. Items needed to complete the school garden include soil preparation tools, waterlines, maintenance supplies, weeding and planting tools, seeds, composting materials, and harvesting tools. Goals 1, 3

School Garden Project

\$150

**Supplies Subtotal****\$3,678**

## Contractual Services

Contracted Services for Program Curriculum: Technical assistance to develop curriculum infrastructure, including curriculum guides, timelines, and consensus district curriculum maps, is needed to fully implement the grant goals. Other technical assistance includes vendor research, equipment purchases, report generation, organizing staff development days and supporting program staff. Goals for this category: completed curriculum guide, curriculum maps, program timelines and robust program support. Goals 1-3

Contracted Services for Program Curriculum \$10,000

Contracted Services for Quantitative Evaluation: Quantitative evaluation services for this grant will be contracted with an outside evaluator. This evaluation team will analyze relevant fitness data, including activity logs, cognitive scores and survey data. After analyzing the data and information they have gathered through these and other sources, the quantitative evaluator will generate preliminary and final reports to implement program improvement. Goals 1-3

Contracted Services for Quantitative Evaluation \$10,200

Contracted Services for Qualitative Evaluation: Qualitative evaluation services for this grant will be contracted with an outside evaluator. The evaluation team will conduct on-site visits and evaluate the program effectiveness and ease of implementation through use of focus groups, walk-throughs and in depth interviews with students, teachers and administrators. Upon conclusion of these studies and appropriate data analysis, the qualitative evaluator will generate preliminary and final reports to implement program improvement. Goals 1-3

Contracted Services for Qualitative Evaluation \$7,500

Contracted Services for Data Collection for Evaluation: Data for this grant will be collected and handled by a data collection provider. Goals 1-3

Contracted Services for Data Collection for Evaluation \$12,300

Contracted Services for K-12 PE Professional Development: Eight days of professional development training in health and fitness activity and curriculum training per year will be contracted through an established curriculum company. Educators will be trained in use of PE curriculum, use and maintenance of equipment, best practices in the field, relevant teaching strategies in physical education, and PEP grant requirements. In addition, a selected staff leadership team will create a curriculum guide that includes vision/mission, power standards, curriculum map and common assessment plan to increase program sustainability after grant funds are expended. (8 Days X \$3,000/day = \$24,000/year) Goals 1-3

Contracted Services for K-12 PE Professional Development \$24,000

Contracted Services for the After School Program Training: One day contracted after-school training for educators per year. After school leaders will be comprehensively trained on the use of the program being implemented, equipment being purchased as well as best practices and teaching strategies in the after school program. (1 Day X \$3,000/day = \$3,000/year) Goals 1-3

Contracted Services for the After School Program Training	\$3,000
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Contracted Services for the Early Learner Fitness Program Training: One day of training to be contracted in year 2 and year 3 of the grant. All elementary PE teachers and K-2 classroom teachers who will implement the program will be fully trained. (1 Day X \$3,000/day = \$3,000/year) Goals 1-3

Contracted Services for the Early Learner Fitness Program Training	\$3,000
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<b>Contracted Services Subtotal</b>	<b>\$70,000</b>
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#### Other

Advanced Training Workshop Registration: Five educators will attend a 48 hour workshop during each year of grant funding. Workshop will be held in Spokane, WA and will be taught by current leaders in the physical education and health fields. (Year 1, 2 and 3 = 5 teachers X \$350 = \$1750) Goals 1-3, 5

Advanced Training Workshop Registration	\$1,750
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State AAHPERD Registration: MSD will send five educators to this state conference each year of the grant. Attending our state AHPERD organization is vital if we are to keep our program abreast of the profession. (Year 1, 2 and 3 = 5 teachers X \$125 = \$625) Goals 1-3, 5

State AAHPERD Registration	\$625
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National AAHPERD Registration: MSD will send five educators to this national conference each year of the grant. This conference is a vital networking and learning experience for our educators and allows them to bring back best practices to our classrooms. (Year 1, 2 and 3 = 5 teachers X \$415 = \$2,075) Goals 1-3, 5

National AAHPERD Registration	\$2,075
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<b>Other Subtotal</b>	<b>\$4,450</b>
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<b>Direct Costs (Includes all Subtotals)</b>	<b>\$256,187</b>
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<b>Indirect Costs (calculated at 3% on all direct costs except equipment)</b>	<b>\$5,586</b>
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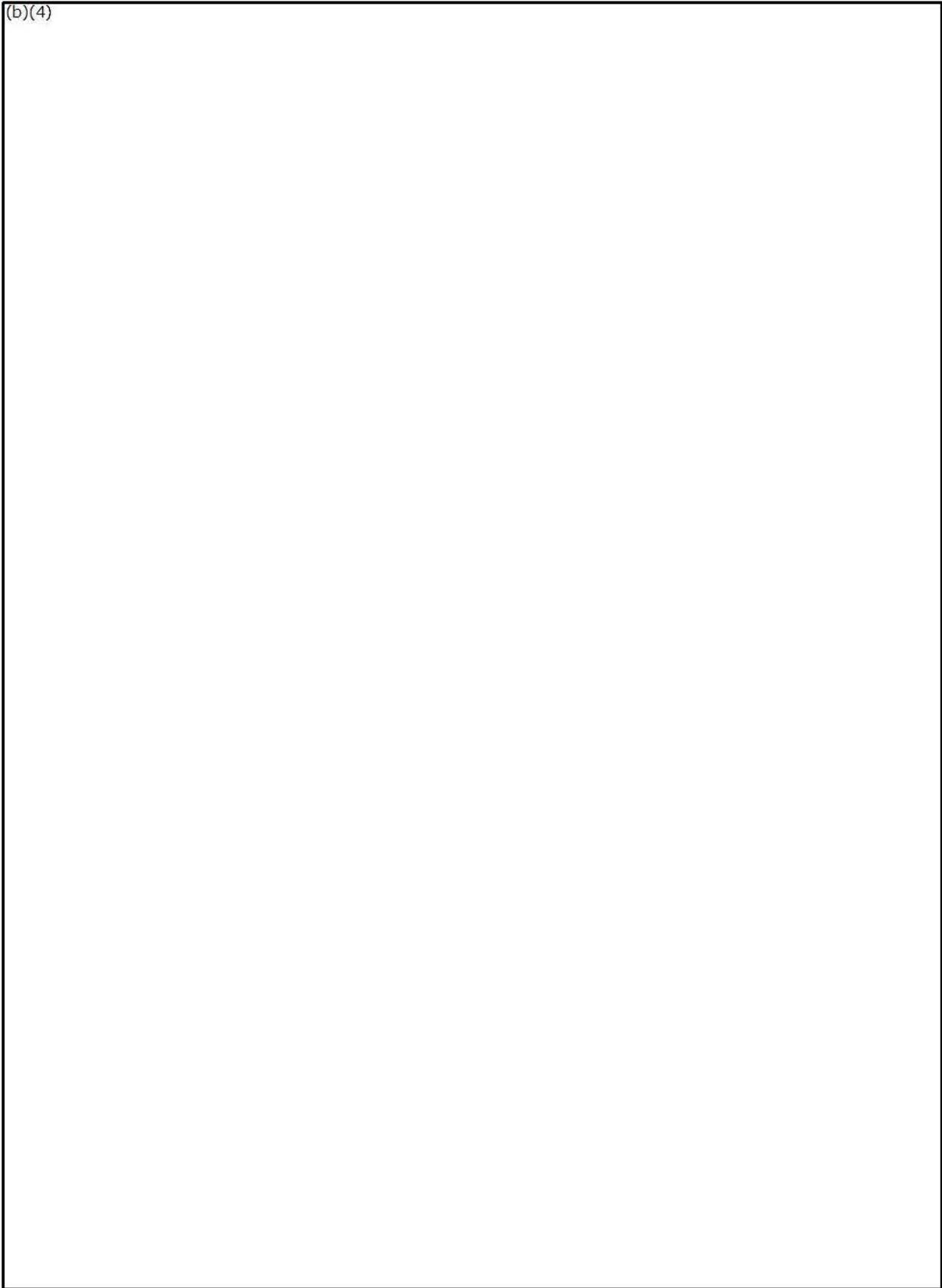
<b>Total Costs (Direct and Indirect Costs)</b>	<b>\$261,773</b>
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#### Monroe School District, In Kind Non-Federal Funds, Year One

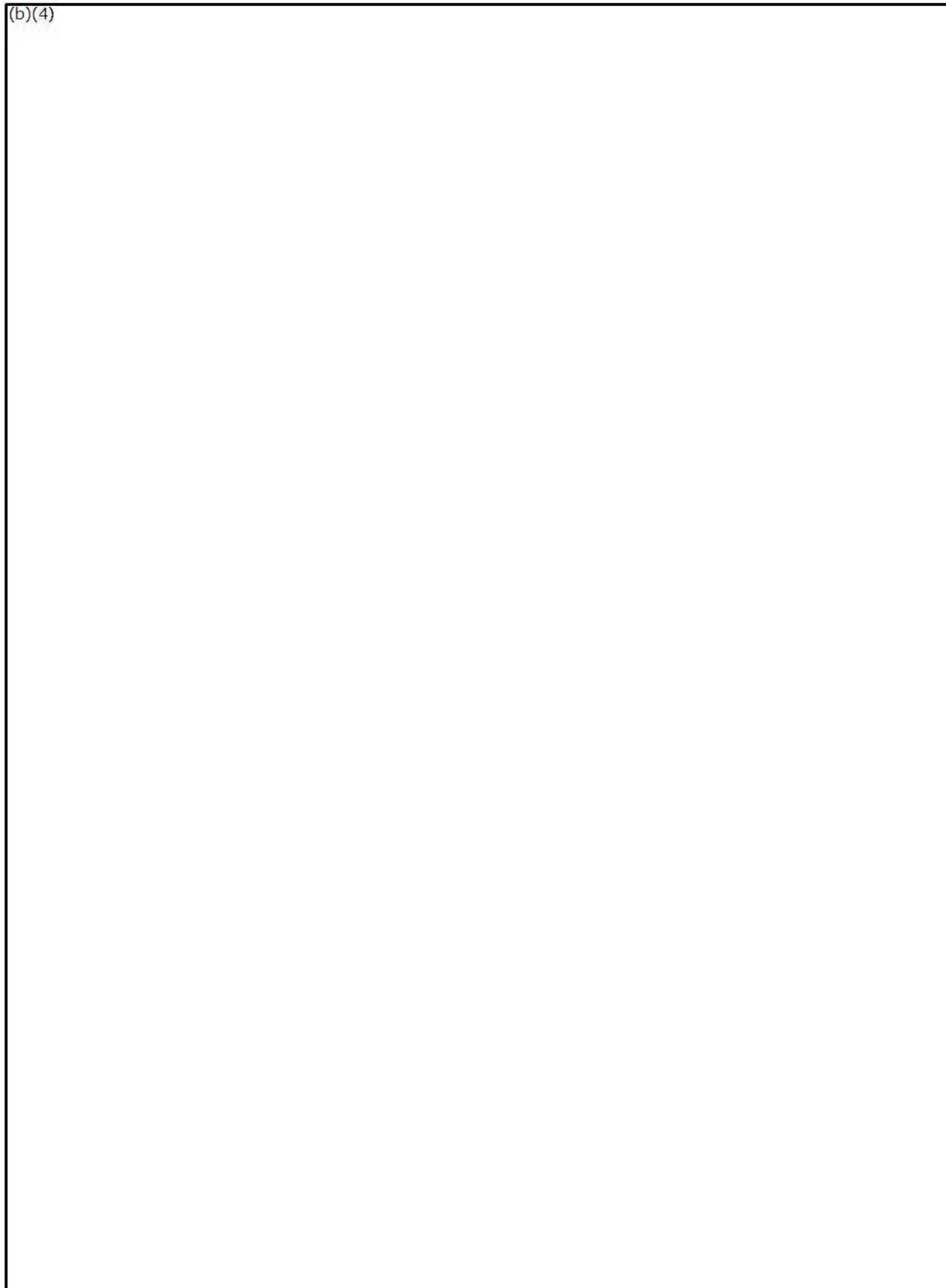
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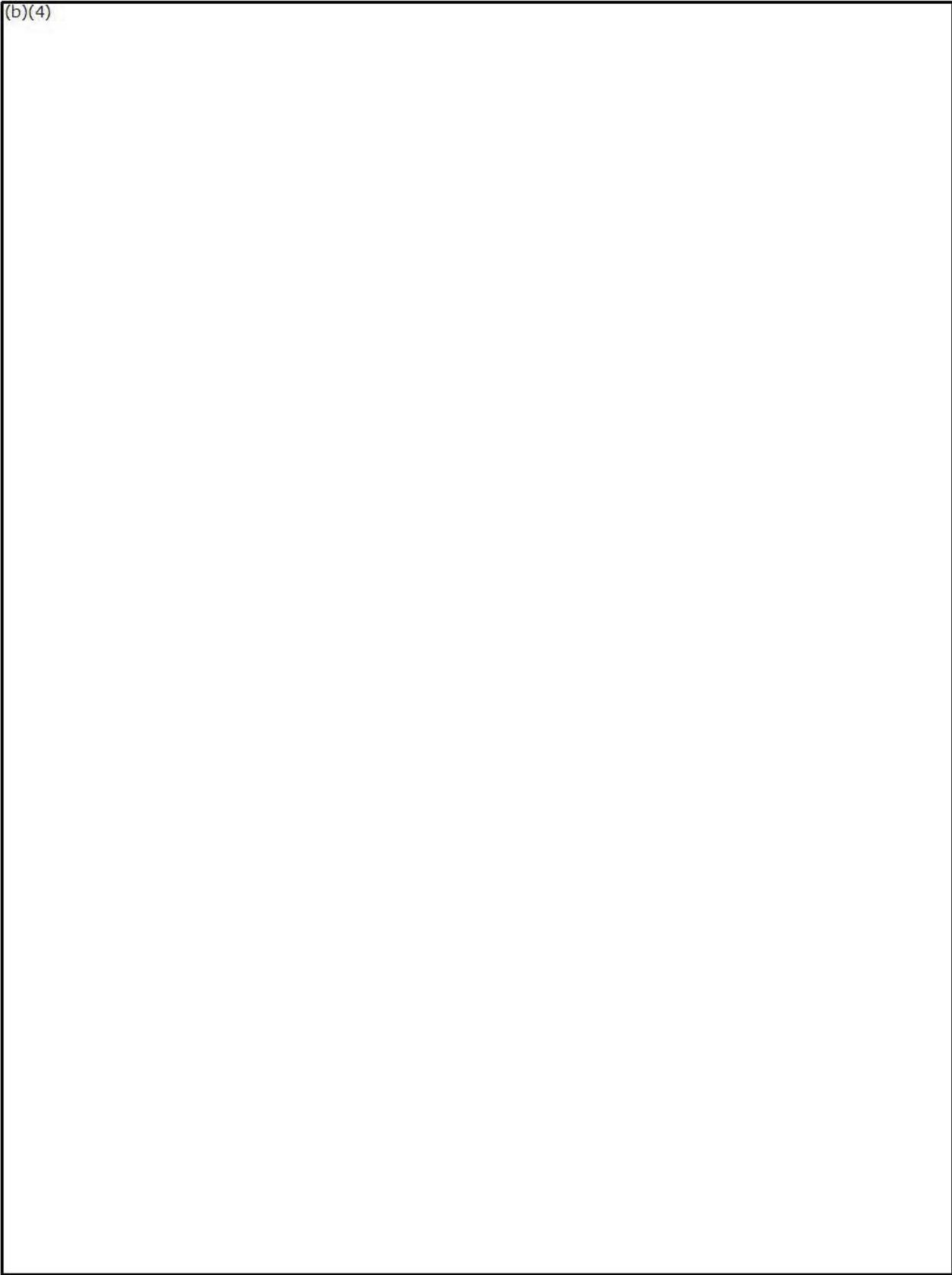
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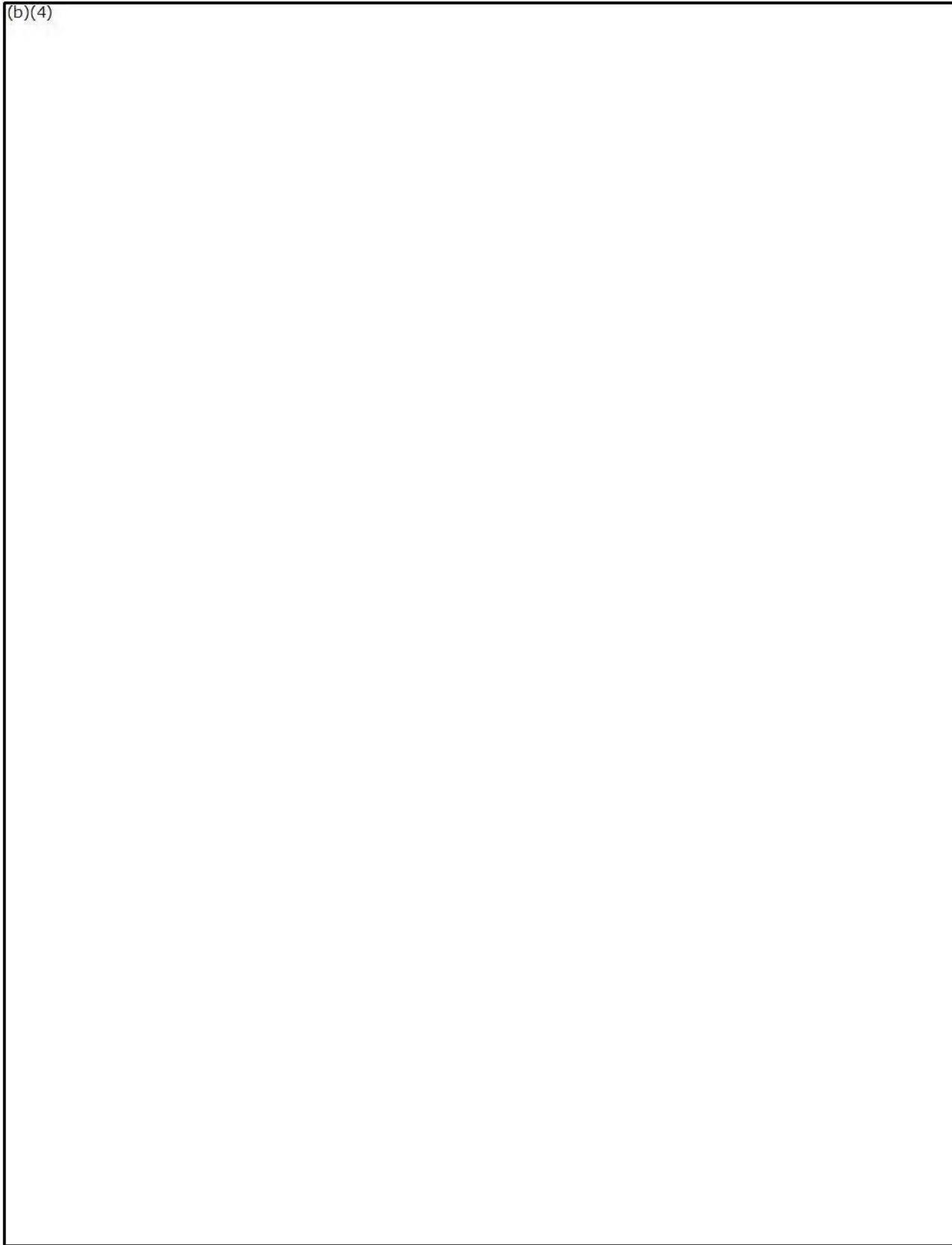
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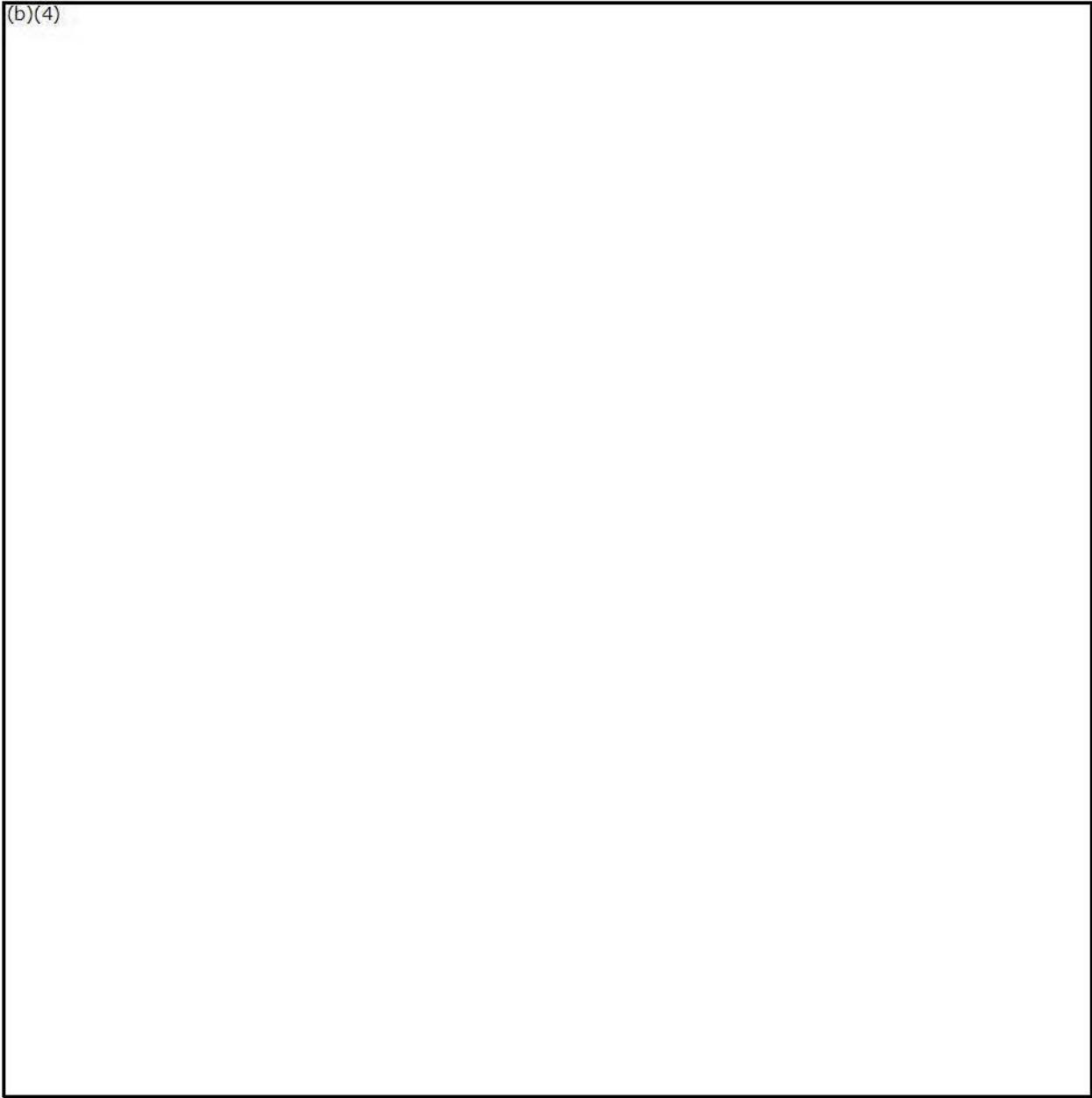


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**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

School District of Monroe

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	12,760.00	12,540.00	12,540.00			37,840.00
2. Fringe Benefits	1,825.00	1,793.00	1,793.00			5,411.00
3. Travel	15,336.00	14,732.00	16,340.00			46,408.00
4. Equipment	214,073.00	155,722.00	147,386.00			517,186.00
5. Supplies	82,794.00	3,673.00	3,673.00			90,150.00
6. Contractual	85,750.00	70,000.00	70,000.00			225,750.00
7. Construction						
8. Other	4,450.00	4,450.00	4,450.00			13,350.00
9. Total Direct Costs (lines 1-8)	416,993.00	262,915.00	256,187.00			936,095.00
10. Indirect Costs*	6,087.00	5,787.00	5,586.00			17,460.00
11. Training Stipends						
12. Total Costs (lines 9-11)	423,080.00	268,702.00	261,773.00			953,555.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2011 To: 06/30/2012 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): Wisconsin Department of Public Instruction

The Indirect Cost Rate is 3.00 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

Name of Institution/Organization School District of Monroe	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

**1. Project Director:**

Prefix: Dr.	First Name: Dan	Middle Name:	Last Name: Keyser	Suffix:
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Address:

Street1:	925 16th Ave Suite #3
Street2:	
City:	Monroe
County:	
State:	WI: Wisconsin
Zip Code:	53566
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
608-328-7140	

Email Address:  
dankeyser@monroe.k12.wi.us

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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