

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 # S215F130040

Grants.gov Tracking#: GRANT11377343

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:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

04/09/2013

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

B. APPLICANT INFORMATION:

* a. Legal Name:

Marshalltown Community School District

* b. Employer/Taxpayer Identification Number (EIN/TIN):

42-6021927

* c. Organizational DUNS:

0216337970000

d. Address:

* Street1:

317 Columbus Drive

Street2:

* City:

Marshalltown

County/Parish:

Marshall

* State:

IA: Iowa

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

50158-3987

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

* First Name:

Matt

Middle Name:

* Last Name:

Tullis

Suffix:

Title:

Project Director

Organizational Affiliation:

* Telephone Number:

641-754-1000

Fax Number:

* Email:

MTULLIS@marshalltown.k12.ia.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:**

Marshalltown PEP Project

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.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Kevin Posekany	* TITLE Superintendent
* APPLICANT ORGANIZATION Marshalltown Community School District	* DATE SUBMITTED 04/09/2013

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

1. * Type of Federal Action: <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	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Marshalltown Community School District

* Street 1: 317 Columbus Drive Street 2: _____

* City: Marshalltown State: IA: Iowa Zip: 50158

Congressional District, if known: _____

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

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Fund for the Improvement of Education
	CFDA Number, if applicable: 84.215

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

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

Prefix _____ * First Name NA Middle Name _____

* Last Name NA 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: Kevin Posekany

* Name: Prefix _____ * First Name Marvin Middle Name _____
* Last Name Wade Suffix _____

Title: Superintendent Telephone No.: 641-754-1000 Date: 04/09/2013

Federal Use Only: _____ Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

PR/Award # S215F130040

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 and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

MCS D 2013 PEP GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

It is the policy of the Marshalltown School District and all participating agencies not to discriminate on the basis of race, creed, color, gender, national origin, religion, age, marital status, sexual orientation, veteran status, or disability for participation in its educational programs and activities. While some of the services provided through this project are targeted at specific students, the vast majority of services are available to all students in grades K-12. This project will take several steps to ensure that serious efforts are made toward ensuring participation of members of diverse groups. To this end, the Project Director will review participant demographic data each semester to monitor the number of participants in regard to the areas of gender, race, national origin, color, disability, and age. If the participant demographics do not appropriately reflect the diversity of the district, adjustments will be made to the recruitment process. The equity coordinator for the district will prepare a written review of participant statistics which will be submitted to the District Wellness Committee and the boards of directors for review. The report will document the project's success at including students and family members without regard to race, color, national origin, gender, age, or disability. In addition, students with different learning styles and abilities will be able to experience all aspects of this Carol White PEP grant through appropriate teaching methods. Project staff will use a multi sensory approach to learning and teaching, including auditory, visual, and kinesthetic techniques in order to convey information to different types of learners. As necessary, project staff will arrange meetings with special needs teachers. Project staff will also talk to experts and look for support from colleagues who work in similar programs in other school districts.

The district is also contributing the funds to pay for any additional para professionals who are necessary to support students who have physical disabilities which require one-on-one staff assistance. These contributed funds will allow any student with a disability to participate in all of the available activities.

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.

* APPLICANT'S ORGANIZATION	
Marshalltown Community School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Marvin"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Wade"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Superintendent"/>	
* SIGNATURE: <input type="text" value="Kevin Posekany"/>	* DATE: <input type="text" value="04/09/2013"/>

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:

Project Partners—This project is the joint effort of the Marshalltown Schools (an LEA); 2 Community-Based Organizations (YMCA-YWCA and the Center for Active Family Engagement); Marshall County Public Health; the district’s Food Service Director; and the City of Marshalltown.

Number and location of proposed sites— Marshalltown (population 27,775) is located in a rural county in central Iowa. Students in Marshalltown attend school in 9 buildings—1 high school (9-12), 1 middle school (7-8), 1 intermediate school (5-6), and 6 elementary schools (K-4). This project will take place in all 9 school building sites.

Number of participants to be served—Our district currently enrolls 5,056 students in grades K-12. 57% of students in Marshalltown are members of minority cultures, while 70% are currently enrolled in the free/reduced lunch program. Of Iowa’s 348 school districts, Marshalltown has the 5th highest rate of poverty. This project will provide universal programming for all 5,056 students in our district. We will also provide supplemental health/fitness services to 250 students who need assistance achieving healthy fitness levels.

Applicable priorities—To address the Absolute Priority, our project will provide instruction in healthy eating habits and good nutrition as well as physical fitness activities that include: (a) fitness education and assessment to help students understand, improve, or maintain their physical well-being; and (b) professional development for teachers of physical and health education. Our project also meets the requirements of Competitive Preference Priorities 1 and 2. Both Miller Middle School and Marshalltown High School have been identified as persistently low-achieving schools (Priority 1). We have also signed a partnership agreement that includes our LEA, 2 CBOs, the County Health Department, our Food Service Director, and the City of Marshalltown (Priority 2).

Project objectives and activities—Our project is about changing the culture of our school to one where **all** members of the school community (students, school staff, parents, and community members) help students meet state standards by assisting youth to improve their health, fitness, and nutrition. We have designed this project in conjunction with a nearby district (Iowa City IA). If both proposals are funded our districts will collaborate on all aspects of the project.

To assess the needs in our district we completed Modules 1-4 of the School Health Index (SHI); used rubrics to assess student progress toward state standards; documented fitness levels for students; carefully examined our current health and PE curriculum and time allotments, along with

current food service practices; and worked with the Center for Active Family Engagement to review how well we work with families and community members to support health, fitness, and nutrition outside of school hours. Based upon data from these multiple sources we developed a comprehensive plan with 4 distinct goals—each of which includes the significant involvement of students, parents, and community members along with extensive professional development.

Goal 1 focuses on change at the district level to create policies and an environment which support improved health, fitness and nutrition for all K-12 students. **Goal 2** has been designed to address the health education of students, including the integration of topics on healthy eating and physical activities into multiple areas of our curricula. **Goal 3** responds to the identified physical education curriculum issues as well as student fitness needs. Many of our students are not in the healthy zone for abdominal strength, upper body strength, flexibility, cardiovascular capacity, and BMI. Current practices for PE and recess do not keep students engaged in sufficient moderate-to-vigorous activity. The school schedule does not provide enough time for students meet the CDC minimum's for moderate-to-vigorous activity, so we must help students participate in additional activities outside of the school day. The needs being addressed through **Goal 4** deal with nutrition. Through Goal 4 we will promote healthy eating by improving what is included in school meals, a la carte lines, and in vending machines, as well as by integrating nutrition education throughout the K-12 curriculum.

Our project uses both district and building level teams comprised of students, parents, school staff, and community members to support the activities under each of our 4 project goals. At the district level, our District Wellness Committee will address the policy issues that cut across all grade levels and sites. Each of our 9 buildings will form School Wellness Teams that include the principal, teachers, parents, students, and community partners. These building level teams will meet 1-2 times each month and will use data from multiple sources to tailor project efforts to the health, fitness, and nutrition needs of students at each site.

Proposed outcomes include helping an increasing number of students: (1) meet state PE standards; (2) engage in 60 minutes of daily physical activity; (3) attain the healthy fitness zone on all 5 fitness assessments; and (4) increase their daily intake of fruits and vegetables. We will help school administrators, staff, and parents increase their understanding of health, fitness and nutrition issues and how to support increased student health and fitness at school, at home, and in the community.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

Need for Project (20 Points)

Project Site—Marshalltown is located in a rural county in central Iowa. Our district currently enrolls 5,056 students who attend school in 9 buildings—1 high school (9-12), 1 middle school (7-8), 1 intermediate school (5-6), and 6 elementary schools (K-4). This project will take place in all 10 school buildings and will serve all 5,056 students in grades K-12.



Project Development—This proposal has been developed in conjunction with a nearby district (Iowa City). Both districts completed similar planning processes and will use the same evidence-based approach to address student health, fitness and nutrition needs. If funded, both projects will share data and other project materials throughout the 3-year project period.

Identified State Standard(s)—Iowa does not have its own PE standards, so we have chosen the Wisconsin standards for our project. We will focus on State Standard E (Students will achieve and maintain a health-enhancing level of physical fitness). On page 45 you will find the benchmarks for Standard E along with the % of our students who are currently NOT proficient on these benchmarks.

Self Assessment—To assess students needs in our district we used several tools. During March 2013, members of our District Wellness Committee completed Modules 1-4 of the School Health Index (SHI) and used the assessment results to design the plan presented in this proposal. Score cards for all 9 schools are appended on pages 46-53. Our District Wellness Committee consists of school administrators, teachers, community partners, students, and parents. In addition our PE teachers used rubrics to assess student progress toward state standards (appended on page 45). PE teachers also documented fitness levels for students in grades 3-12. District and PE/Health staff carefully examined our current health and PE curricula to identify gaps in programming. In November 2012 our district surveyed all students in grades 6, 8, and 11 to document fruit/vegetable intake. Our assessment also included a review of data related to chronic absenteeism. Finally one of our CBO partners (the Center for Active Family Engagement—CAFÉ) helped us review how well we work with families and community members to support health, fitness, and nutrition outside of school hours.

Specific gaps/weaknesses from the School Health Index—Our team used the results of the School Health Index (SHI) Assessment to identify initial gaps and weaknesses in current programming and services. The following table lists our 4 project goals and the SHI needs for each area. The first column lists the SHI needs for our 7 elementary schools, while the second column lists the needs for our 2 secondary schools. To be considered a “need,” the SHI items had to be rated either “0” (not in place) or “1” (under development). Our planning team reviewed all SHI items rated either “0” or “1” and selected the most urgent items for inclusion in this project.

School Health Index Needs	
<i>Elementary</i>	<i>Secondary</i>
<u>Needs for Goal 1 Identified needs for Policy & Environmental Changes</u>	
<ul style="list-style-type: none"> Local wellness policy not followed in buildings No representative school health committee No Professional development for meeting diverse needs of students 	<ul style="list-style-type: none"> Local wellness policy not followed in buildings No representative school health committee Little access to physical activity facilities outside school No professional development for meeting diverse needs of students
<u>Needs for Goal 2 Identified needs for Health Education</u>	
<ul style="list-style-type: none"> No sequential curriculum consistent w/stds Few culturally appropriate examples & activities Few assignments encourage student interaction with family and community No professional development (PD) in health ed. No PD on delivering curriculum 	<ul style="list-style-type: none"> No sequential curriculum consistent w/stds No professional development (PD) in health ed. No PD on delivering curriculum
<u>Needs for Goal 3 Identified needs for Physical Education</u>	
<ul style="list-style-type: none"> No sequential curriculum consistent w/standards Little information and materials for PE teachers No individualized fitness plans Little promotion of physical activity clubs No PD for teachers 	<ul style="list-style-type: none"> No sequential curriculum consistent w/standards Little information and materials for PE teachers No individualized fitness plans Professional development for teachers Students not active at least 50% of class time
<u>Needs for Goal 4 Identified needs for Nutrition</u>	
<ul style="list-style-type: none"> Need better promotion of healthy food and beverage choices 	<ul style="list-style-type: none"> Need better promotion of healthy food and beverage choices

Specific gaps/weaknesses from other data sources—In addition to the SHI, we examined enrollment data, fitness data, attendance data, BMI information, and student food survey results. We also met with our 2 CBO partners (the Center for Active Family Engagement and the YMCA-YWCA) to identify community issues. Several themes emerged from our assessment. First, many of our families face significant economic barriers. 70% of our 5,056 students in grades K-12 are currently enrolled in the free/reduced lunch program. Of Iowa’s 348 school districts, Marshalltown has the 5th highest rate of poverty. Because of economic barriers, many of the children in these families don’t have access to

fee-based programs like soccer and other organized sport programs, nor can they afford membership at the Marshalltown YMCA-YWCA or at a health club.

Cultural barriers are also a health/safety issue for many of our youth. 57% of students in Marshalltown are members of minority cultures. Because of employment opportunities at the local meat packing plant, we have seen a sizeable growth in the number of families for whom English is not their first language. Marshalltown currently has one of the highest percentages of Spanish-speaking residents in the state. In the last 2 years our community has also seen a significant increase in the number of families who come from Burma (Myanmar). Last summer several Burmese children drowned in a local river because none of them knew how to swim. After talking with families from Burma and Mexico we discovered that too many children in our community cannot swim. This is both a safety and a fitness-related issue.

During the past year our district has worked to improve student attendance rates at school by carefully examining the issues that contribute to chronic attendance problems. Interviews with the families that had the most student absences revealed poor health as the primary reason their children miss school. Improving attendance for these students is essential so they can attend school regularly.

Finally, a review of data from families in our community indicates that parents and community members are not active participants in district policy decisions dealing with fitness, health and nutrition. It is also clear that many families are not aware of how to effectively help their children develop healthy habits at home. Helping students engage in healthy fitness and nutrition practices outside of school time is especially important because nearly half of our students do not have a healthy BMI (they are overweight or obese). Nearly half of our students are not in the healthy zone on assessments of physical fitness, and nearly 70% of our students report they do not eat 2 fruits and 3 vegetables daily. The following table organizes these additional needs by goal area.

Other Data Sources—BMI, Fitness Testing, Student Survey, Community Partners
Needs for Goal 1 <i>Identified needs for Policy & Environmental Changes</i>
<ul style="list-style-type: none"> • Parents/community members are not partners in policy decisions for health and fitness. • The community needs more no cost/low cost fitness opportunities for families.
Needs for Goal 2 <i>Identified needs for Health Education</i>
<ul style="list-style-type: none"> • Virtually no health education exists in grades K-6. • The primary cause of chronic absence in our district is student health.

Needs for Goal 3 Identified needs for Physical Education

- Over 50% of district students don't meet state PE standards.
- Nearly 50% of district students are not in the healthy zone on abdominal strength, upper body strength, cardio endurance, and flexibility.
- Nearly 75% of Marshalltown students don't engage in moderate-to-vigorous daily activity.
- Families can't afford community fitness activities.
- Many elementary children in Marshalltown cannot swim.

Needs for Goal 4 Identified needs for Nutrition

- Nearly 75% of Marshalltown students don't eat enough fruit and vegetables.
- Over 40% of district students don't have a healthy BMI (obese or overweight).

How our program will help students meet identified standard(s)—Helping overweight and obese students change what they eat and how much they exercise in order to attain a healthy BMI is a significant undertaking. In some of our schools, nearly 50% of students are obese or overweight. Helping all students achieve the healthy fitness zone on the 5 fitness assessments is also not something that changes quickly or happens without significant effort by students outside of the school day. It is clear that our health and PE teachers cannot help all students succeed without the assistance of other school staff, parents, and community members. Accordingly, our project is about changing the culture of our school community to one where **everyone** (students, school staff, parents, and community members) help students meet state standards by assisting youth to improve their health, fitness, and nutrition. To harness the combined resources of the entire school community, our project will use a district team and 9 building level teams that are comprised of students, parents, school staff, and community members to support the activities under each of our 4 project goals.

At the district level, we will form a Wellness Committee to address the policy issues that cut across all buildings. Our district has not had a functioning Wellness Committee in several years. A subcommittee of this group (which will include all health and PE staff and others) will complete the HECAT and the PECAT as part of a comprehensive review of the district's health and PE curricula during the first project year. The assessment process will produce an articulated curriculum for both health and PE for grades K-12—curricula that integrate health, nutrition and movement into all classrooms. The new curricula will be implemented in project years 2 and 3.

In addition to district level efforts, each of our 9 buildings will form school-based team that include an administrator, teachers, parents, students, and community partners. These 9 teams will address the building-level student needs through monthly planning sessions. During the monthly

meetings they will follow common agendas developed by the Center for Active Family Engagement (CAFÉ). Sample agendas are appended on pages 71-92. In addition to these regular “business meetings,” teams will meet for larger blocks of time to carry out their work (e.g. fitness/health/nutrition nights at least 3 times each year). All 9 building teams will have the coaching and support of the Project Director and our CBO partner (CAFÉ) as they work their way through the planned conversations.

How the results will help us develop a program to improve gaps or weaknesses—Efforts by the district and building teams will provide plans that address building-specific health education, physical education and nutrition needs. Each building team will represent the full school community with significant input from parents, students, and the community. In this way, the entire school community will take responsibility for the improvement of student health and fitness and “own” the plan. As you examine the planned activities for each goal in the Project Design section, you will see how we intentionally reach out to parents and community members for assistance and support. Our self-assessment clearly revealed that current school time allotted for PE, health, and nutrition is not sufficient to address all student needs. To be successful in helping each and every student become healthier and more physically fit, we need the assistance of the entire school community.

Significance (15 Points)

The likelihood the proposed project will result in system change—Though students in our district encounter significant economic and cultural barriers to learning, the majority of our students make good academic progress. Over the past 10 years, elementary schools throughout the country (including ours) have made significant improvements in reading achievement by providing improved core literacy instruction for all students coupled with tiered supports for students experiencing learning problems. Elementary teachers have become experts in (1) using data to identify students with literacy problems; (2) diagnosing the nature of these problems; and (3) providing additional supports that directly address the identified issues. Funding from the US Department of Education will allow our district to apply the processes used so successfully by elementary reading teachers to the areas of nutrition, health and PE throughout our district. We believe the use of quality core instruction in health and physical education, coupled with early identification of problems and additional supports for students in need, will create a significant change in our K-12 system.

Core Beliefs—Our project is based upon several core beliefs—(1) all students can be healthy and physically fit; (2) health, nutrition and fitness should be integrated throughout the school day and in multiple content areas; (3) early intervention for students encountering health and fitness problems is critical to preventing problems from getting out of control; (4) research-based curricula and interventions should be implemented whenever possible; (5) progress monitoring must be implemented to inform instruction in both health and PE; and (6) health and fitness data should drive decision making.

Our project has 4 separate goals which parallel the first 4 modules of the School Health Index. Goal 1 deals with policy and environmental issues while the other 3 goals separately address health education, physical education, and nutrition. Project activities will create a significant improvement in our system because they address wellness policy implementation in all buildings; provide for improved core instruction related to health and fitness; empower staff to use data to drive instruction; train staff to identify students with health and fitness problems early; integrate community connections at all levels; and connect students in need with supplemental supports. All 4 goals include significant professional development activities to increase the long-term capacity of school board members, administrators, teachers, and families to support the health and fitness of all students.

Systems Change through Goal 1—Goal 1 addresses policy and environmental changes. Through the work of the District Wellness Team we will ensure our wellness policy is appropriate for all families and reflects broad community input. The Wellness Committee will also ensure that district activities align with current community efforts to improve health and fitness. In 2009, our community completed a Community Healthy Living Index (CHLI) and then developed an plan for improving healthy living which includes (among other things) changes in the physical environment to increase physical activity and improve nutrition. Careful coordination of district efforts with community efforts will help the entire community “own” this project and its results. Active participation by community members of the Wellness committee will help institutionalize project efforts in Marshalltown.

Systems Change through Goal 2—Activities for Goal 2 will help our district improve core instruction in health and nutrition for all students K-12. Our district has not completed a curriculum review for health in the last 10 years. As a result, health education at the elementary level has almost disappeared. Our new Associate Superintendent for Student Achievement will lead the health curriculum

review process during year 1. In years 2 and 3 we will design/purchase new curriculum, train staff, and then implement the new curriculum. This, alone, will produce a significant system change—especially at the elementary level. Not only will health be taught as a stand alone subject (at the secondary level), health and nutrition will be integrated into multiple content areas (e.g., reading, math, science). Our 9 building teams will review health assessment data and provide support to the building staff as they adjust and improve core health instruction at all levels.

Systems Change through Goal 3—Activities for Goal 3 will improve core instruction in physical education for all students K-12. Just as with health, there has been no PE curriculum review in nearly 10 years. Again, our Associate Superintendent for Student Achievement will lead the PE curriculum review process during year 1 and then support implementation in years 2 and 3. The new PE curriculum will clearly use data to drive instruction. Each year will begin with fitness testing, the results of which will be used to organize instruction to help students become increasingly proficient in all areas of fitness. Throughout the year, PE staff will use progress monitoring to determine if progress is being made and to determine what adjustments need to be made to their instructional. Through PE, students will learn to develop and manage their own fitness plans. BMI data will also be collected for all students in the fall and spring. Through the use of BMI data and teacher observation, students in need of special supports to improve their fitness will be encouraged to participate in additional activities provided by our community partners before school, after school, and in the summer. Those students most in need will be referred for supplemental services to be provided by our CBO partner (the YMCA-YWCA). The 9 building teams will work to get students get moving during recess/lunch time (elementary) and to join clubs or teams that promote increased physical activity. Goal 3 activities are designed to build the capacity of PE staff as well as all students to use data to improve fitness. Building the capacity of both students and staff will certainly help create a significant system change.

Systems Change through Goal 4—Activities for Goal 4 will help our district improve nutrition for all students. Our 9 building teams will closely examine and then improve how well each building is implementing the district Wellness Policy. This process will produce changes in what is sold in vending machines and at sporting and other school-wide events. Health and other core curricular staff will work together to integrate nutrition information in multiple content areas as part of integrated lessons/units. Our school nurses will facilitate the 9 building teams and will work with PE staff to identify

students with significant nutrition issues. Our CBO partner (the YMCA-YWCA) will provide diabetes prevention programming for identified students. Again the integration of nutrition into multiple curricular areas will go a long way to producing a systemic change. The creation of active community partnerships which can provide supplemental supports for students with identified nutritional needs will also foster changes in our system. Finally, our building teams will offer multiple family nights in all 9 buildings to build the capacity of families to support the health, fitness and nutrition needs of students at home. This capacity building of family members is also likely to produce sustainable change as parents and family members are able to apply what they learned to help younger children in the family become healthier and fitter.

Quality of the Project Design (30 Points)

Programs goals, objectives, and activities—Our project has 4 goals which parallel the first 4 modules of the School Health Index. Under each goal the first objective deals with specific activities at the district or building level. The second objective focuses on the involvement of family and community, while the final objective for each goal addresses professional development. Complete tables for each goal are appended (pages 36-40) along with a project timeline (pages 41-44).

Goal 1: Policy and Environmental Changes
Objective 1A —Ensure all buildings implement and meet the requirements of the district wellness policy.
<i>Planned Activities</i>
<ul style="list-style-type: none"> • Complete the <u>School Health Index</u> each Spring and adjust work plan to include findings from SHI • Complete <u>CDC’s CHANGE tool</u> for policy analysis/changes • Monitor implementation at each level to <u>ensure full implementation</u> of district’s Wellness Policy • Monitor the <u>coordination of activities</u> across the areas of PE, health education and nutrition services • Coordinate district health and fitness activities with <u>community partners</u> • <u>Review district PE facilities</u> and equipment and integrate recommendations in district facilities plan • <u>Review time allotments</u> for physical activity at all grade levels • <u>Share results</u> on the district web site and in publications
Objective 1B —Connect, engage and sustain parent involvement in school health and wellness.
<i>Planned Activities</i>
<ul style="list-style-type: none"> • <u>Institutionalize parent representation</u> on district Wellness Committee and school-based action teams • Enlist parents in identifying school health and safety <u>priorities</u> • Involve parents in district wellness <u>policy decisions</u> and decisions to increase access to facilities
Objective 1C —Professional development (PD) on health and wellness for district administrators and board members.
<i>Planned Activities</i>
<ul style="list-style-type: none"> • PD for administrators/board members on components of a <u>Coordinated School Health Program</u> • PD for administrative staff and board members on <u>best-known practices in health education and PE</u>

Goal 2: Health Education

Objective 2A—Review, update, and implement a coordinated K-12 health education curriculum using HECAT.

Planned Activities

- Form district HECAT committee and complete **HECAT Assessment**
- Obtain **feedback from all buildings** and the public and make curricular recommendations
- Make **assignments** for **curriculum revisions**, supplementation, and improvement
- **Revise** K-12 health curriculum as recommended, both as a stand alone class and embedded in other content areas
- **Implement** K-12 health curriculum

Objective 2B—Building action teams staff engage family and community members in data-driven efforts to support improvements in student health and wellness.

Planned Activities

- Involve parents in improving health curricula through the **HECAT** process
- Form **action teams** in each building that include staff, students (7-12), parents & community members
- Involve students, parents, and community members in helping schools make decisions that improve the health and well-being of students through each building’s **PTA**
- Develop “**School-Home Links**” so that families can support health education at home.
- **Family health nights** at all schools with distribution of health related newsletters in Spanish and English

Objective 2C—Annual professional development (PD) for all K-12 teachers who teach health.

Planned Activities

- PD for K-12 staff on **best-known practices in health education**
- PD for K-12 staff on **how to engage parents** in their student’s learning regarding health

Goal 3: Physical Education

Objective 3A—Review, update, and implement a coordinated K-12 PE curriculum using PECAT.

Planned Activities

- Implement **fitness testing** in all buildings and grades 2 times each year (3 times in year 1)
- Student **Survey** and **Pedometer/3DPAR** Data Collection 2 times each year (3 times in year 1)
- Form district PECAT committee and complete **PECAT Assessment**
- Obtain **feedback** from all buildings and the public and make curricular recommendations
- **Make assignments** for curriculum revisions, supplementation, and improvement
- **Revise** K-12 PE curriculum as recommended
- **Implement** K-12 PE curriculum
- Implement activities to **get students moving** during recess and to join physical activity clubs/programs

Objective 3B—Building action teams staff engage family and community members in data-driven efforts to support improvements in student fitness.

Planned Activities

- Involve parents in improving PE curricula through the **PECAT** process
- Form **action teams** in each building that include staff, students (7-12), parents & community members
- Involve students, parents, and community members in helping schools make decisions that improve the fitness of students through each building’s **PTA**
- Develop “**School-Home Links**” so that families can support fitness at home.
- **Family fitness nights** at all schools with distribution of fitness related newsletters (Spanish & English)
- Schools implement **supplemental & extracurricular activities** (with youth input) that include physical activity

Objective 3C—Annual professional development (PD) for all K-12 teachers who teach PE

Planned Activities

- PD for **PE staff** on fitness assessment, how to keep students moving, and how to engage families.
- PD for **general classroom** teachers on incorporating movement to improve student learning

Goal 4: Nutrition
<p>Objective 4A—Integrate nutrition into health and other content areas K-12.</p>
<p><i>Planned Activities</i></p>
<ul style="list-style-type: none"> • Form district HECAT committee and complete HECAT Module on Healthy Eating • Obtain feedback from all buildings and the public and make curricular recommendations for nutrition • Make assignments for curriculum revisions, supplementation, and improvement re: nutrition • Revise K-12 curriculum to incorporate nutrition as recommended • Food service staff, community partners, and teachers will work together to use food in classroom nutritional lessons, jointly teach nutrition lessons, and display informational materials that reinforce classroom lessons.
<p>Objective 4B—Building action teams staff engage family and community members in data-driven efforts to support improvements in student nutrition.</p>
<p><i>Planned Activities</i></p>
<ul style="list-style-type: none"> • Involve parents in improving nutrition curricula through the HECAT process (Nutrition Module) • Form action teams in each building that include staff, students (7-12), parents & community members • Give parents opportunities to provide feedback on the meal program and let them know the outcome • Health/Food staff develop "School-Home Links" so families can support healthy eating at home. • Nutrition nights at all schools.
<p>Objective 4C—The District Wellness Committee and Building Teams improve the nutritional quality of the foods that are served and sold in each building (including all extra-curricular activities).</p>
<p><i>Planned Activities</i></p>
<ul style="list-style-type: none"> • Form district nutrition team & review current food offerings (meals, vending, and fund raising) • Offer low fat items that are acceptable to a majority of students. • Offer appealing low fat a la carte offerings that are acceptable to a majority of students. • Food and beverage choices that are low in fat, sodium, and added sugars will be promoted in all vending machines, at student activities, and in the cafeteria.

Number of proposed sites— This project will take place in all 9 district buildings.

Number of participants to be served—This project will provide universal programming for all 5,056 students in our district. We will also provide supplemental services to at least 250 students.

Up-to-Date Knowledge from Research & Effective Practice (Criteria B)—All aspects of our project have been developed to infuse up-to-date research and effective practices. Our efforts to improve PE use non-competitive, peer-driven, and inclusive fitness-based activities. Numerous studies by experts like Geoffrey and Renate Caine (Johns Hopkins University) support the practices we will implement through Goal 3. Our use of socially facilitated and inclusive teaching methods along with visual technologies for instructional improvement, student involvement, and motivation is widely supported in the field of physical education. Our choice of inexpensive, portable, and inclusive training tools like dumbbells, tubing, medicine balls, weighted wands, and agility ladders over more expensive equipment is supported by over a decade of research concerning trends in fitness equipment choices. Our equipment purchases are low cost/high return, and students of all ages enjoy using them.

In addition to incorporating more activity into PE, we will help other content area teachers in-

clude movement in their classrooms in ways which support increased learning. Brain science strongly supports the link of movement to learning. Because educational research suggests that about 85% of school age students are predominantly kinesthetic learners, we are working with Dr. Jean Blaydes to help Marshalltown teachers integrate Action Based Learning techniques in their classrooms. Action Based Learning in the classroom helps improve memory retention, reinforce academic concepts, and balance brain chemicals while experiencing whole-brain, whole-body learning.

We believe the hallmark of this project, however, is our use of teams at the building level. It is clear that health and PE teachers cannot help all students become healthier without the assistance of other school staff, parents, and community members. Accordingly, our project is about changing the culture of our school community to one where **everyone** (students, school staff, parents, and community members) help students meet state standards by assisting youth to improve their health, fitness, and nutrition. To harness the combined resources of the entire school community, our project will use a district team and 9 building level teams that are comprised of students, parents, school staff, and community members to support the activities under each of our 4 project goals. We have patterned our use of building teams after the work of the Academic Development Institute (Illinois) and the Center for Active Family Engagement (Iowa). The work of both groups has resulted in nationally-recognized, evidenced-based process for mobilizing the entire school community to achieve student outcomes.

Our school-based teams will mobilize the school community in all 9 sites by building upon: (1) leadership that is shared among its members; (2) policies and practices that guide its members in their roles relative to student health and fitness; (3) communication among its members that is two-way and clarifies their roles; and (4) education of its members that builds their capacity to fulfill their roles. Each building's school community will engage in continuous improvement which requires access to health and fitness data to guide decision making. Our project will provide rich data from multiple sources along with practical guidance so that teams can interpret the information and continuously improve health and fitness outcomes for students in their buildings.

Shared leadership for improving student health and fitness resides in many places in a school community—not just with the health and PE teachers. Building a strong school community to support increased health and fitness requires focused and consistent attention, and our 9 building teams are the

structure for this action. The building teams will include the principal, a team facilitator (the school nurse), the PE and health teacher, another general education teacher, parents, students, and community partners. The building teams will meet each month for one hour. During these meetings they will follow common agendas developed by our CBO partner (CAFÉ). In addition to these “business meetings,” the building teams will occasionally meet for larger blocks of time to carry out their work (e.g. fitness/health/nutrition nights 3 times each year). Each building team is the central steering group for its school community, making plans that require the input and participation of many other people. For this reason, the building teams will maintain regular communication and coordination with other decision making groups, such as the school board, district leadership team, and parent-teacher organizations. Through this series of “constant conversations,” the issues of student health and nutrition will be shared by all stakeholders so that positive changes can occur for students.

Plan for professional development—In keeping with best-known practice, professional development is an important component of each project goal. We have planned professional development for board members, district administrative staff, PE teachers, health teachers, and general education teachers. In addition we will offer training for parents and community members. The following table lists some the of the topics that will be covered through professional development. Through the HECAT and PECAT processes and through parent and teacher surveys, we will ask parents, teachers, and board members about additional areas of interest.

Professional Development Topics			
Board Members & Administrative Staff	PE & Health Teachers	General Education Teachers	Parents & Community Members
<ul style="list-style-type: none"> • Understanding Coordinated School Health program • Best-known practices in health education • Best-known PE practices • Setting effective policies that promote health, fitness, and nutrition 	<ul style="list-style-type: none"> • Gathering 3DPAR & Pedometer data • Accurately assessing BMI and fitness • Developing student fitness plans • Best-known practices in health educ. • Best-known practices in PE • Effectively involving parents to support their children’s learning at home • Keeping students active during class 	<ul style="list-style-type: none"> • Integrating movement into classrooms • Involving parents to support children’s health at home • Rewarding students using things other than food 	<ul style="list-style-type: none"> • Understanding BMI and fitness data • Talking to your child about health issues • Incorporating activity in your family’s life • Serving nutritious meals on a budget

Plans for integrating the PEP Requirements (Criteria C)—In the following table we have listed the PEP requirements and how our project clearly addresses each.

Absolute Priority Healthy Eating	We will provide instruction to all K-12 students in healthy eating habits through stand alone health classes and as part of integrated units in the areas of literacy, math, and science.
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<p>Absolute Priority Physical Activity</p>	<p>We will implement fitness assessments at all levels and use this data to drive instruction and help students develop and monitor individual fitness plans. All aspects of our project include significant professional development that reaches board members, administrators, teachers and community members. Fitness testing is new to district.</p>
<p>Statutory Requirement 1 School Health Index</p>	<p>We completed Modules 1-4 of the SHI and used the results to develop this proposal. Our district Wellness Committee will update the SHI every spring during the project. We will also use the CDC’s Community Health Assessment And Group Evaluation (CHANGE) tool understand fitness and nutrition issues in our community and to plan for improvements.</p>
<p>Statutory Requirement 2 Nutrition & Physical Activity Policies</p>	<p>Through Goal 1 we will create/review policies related to both nutrition and physical activity. We will also use project time to ensure these policies are fully implemented in all sites at all grade levels.</p>
<p>Statutory Requirement 3 Local Wellness Policy</p>	<p>We currently have a Wellness Policy that will be reviewed through Goal 1 activities. We will also use project time to ensure the Wellness policy is fully implemented (appended on pages 54-55).</p>
<p>Statutory Requirement 4 Related Initiatives</p>	<p>Our project will use the CDC’s Coordinated School Health Program Guidelines to ensure our district aligns (1) Health Education; (2) Physical Education; (3) Health Services; and (4) Nutrition Services. As any other federal initiative arises, we will make sure project activities are aligned with the new initiatives.</p>
<p>Statutory Requirement 5 PECAT & HECAT</p>	<p>Through Goal 2 we will complete the HECAT, including the development and implementation of an action plan to improve the health education curriculum. Through Goal 3 we will complete the PECAT, including the development and implementation of an action plan to improve the physical education curriculum.</p>
<p>Statutory Requirement 6 Equipment Purchase</p>	<p>As required by the PEP program, our budget only includes funds for the purchase of PE supplies and equipment that are aligned with proposed changes in the health and PE curricula. Our choice of inexpensive, portable, and inclusive training tools like dumbbells, tubing, medicine balls, weighted wands, and agility ladders over more expensive equipment is supported by over a decade of research concerning trends in fitness equipment choices.</p>
<p>Statutory Requirement 7 Transparency</p>	<p>All data collection will adhere to district and federal policies and not compromise student confidentiality. All project data will be released only in aggregate form so no students can be identified. The sharing of data is an important part of this project and will assist in bringing both community pressure and support for helping students become healthier.</p>

Sustainability plan (Criteria A)—Our project will employ multiple strategies designed to sustain activities following the completion of the funding period—(1) the use of building teams; (2) policy development and board involvement; (3) sharing of data; (4) professional development; and (5) district allocations and additional grant funds. Earlier in this section we talked about our use of building-based teams. The purpose of engaging the school community in all aspects of the project is to permanently change the culture of how our district promotes student health, fitness, and nutrition. The Center for Effective Schools at the University of Washington (Seattle) clearly documents how school culture change requires establishing a clear vision and a shared mission, knowing how well the school is accomplishing that mission, identifying areas for improvement, developing plans to change educational activities and programs, and implementing those plans or new programs effectively. Their research shows how essential it is for leaders of school improvement to link to others in the school

community. For school improvement efforts like this to be successful, teachers, parents, community and business partners, administrators, and students must share leadership functions. Likewise, the principal's role must change from that of a top-down supervisor to a facilitator, architect, steward, instructional leader, coach, and strategic teacher. Our Building Teams have been designed to accomplish just this. Guided by agendas that prescribe the topics of conversation, building teams will meet monthly to make decisions that tailor project efforts to the unique needs of each site. Team members will share project information with their constituent groups and bring feedback from their groups to the team planning. Through our team process, all sectors of the school community (not just the PE and health teachers) will take responsibility for student health and fitness, including students and parents.

For building teams to be successful, they must have the support of district administration and the school board. We will help board members and district administrators increase their knowledge of best-known practices in PE, health and nutrition so they can both **set and implement effective policy**. Project activities don't stop at the creation of board policy. They include helping board members understand how to monitor and support policy implementation in ways that bring about sustainable change. Training board members will be provided by the IA Association of School Boards and CAFÉ.

As documented by the Center for Effective Schools at University of Washington (Seattle) one essential piece of the culture change process is knowing how well the school is accomplishing their mission. **Sharing data** will be an important piece of our sustainability strategy. We won't just collect data from multiple sources to document student health, fitness and nutrition. In addition, we will actively share these data with the entire school community so that they can follow both individual and school progress over time. During the past decade as schools began to gather, study and share data about reading achievement, more people outside of the school began to understand how well students were (or weren't) performing. In Iowa, this active sharing of data has brought about positive community dialogues concerning student learning. These community conversations have resulted in both pressure and support from the school community to continue making improvements in student reading levels. We believe the regular sharing of student health, fitness and nutrition data will enable our school communities to similarly apply both pressure and support for each building's efforts. Henry Louis Gates (Harvard Professor) said "sharing data is the first step towards community," and this is

how we will frame our data sharing efforts. Our project will employ multiple avenues for sharing data and helping people understand how to use the data. Appended to this proposal (pages 62-68) is a data toolkit with sample fitness and GPRA data reports that illustrate one of the many ways in which we will share PE and other data with the school community. Through our professional development and training efforts, we will help school community members understand how to use these data to sustain the culture change efforts of our project. Once the school community is accustomed to having good health, fitness, and nutrition data, we believe the school community will have an ongoing demand that will strongly encourage our district to share similar data after the funding period ends.

Professional development and training is another important aspect of our sustainability plan. Grant funds will be used to expand the knowledge and skills of PE, health, and food service staff. By building their knowledge base and providing coaching and support as they implement effective strategies, staff will have the ability to sustain changes after funding ends. Professional development will also touch school board members and administrative staff so they, too, are able to improve their knowledge and skills. Throughout the grant we will provide training and education opportunities for parents and community partners about how they can extend project efforts into their homes and the community. Through integrated health, fitness, and nutrition lessons, students at all levels will better understand and be able to maintain their own physical well being. This combination of professional development and training for all members of the school community provides the foundation for the continuation of project activities after the end the grant in ways that require significantly less funding.

Finally, our district and our CBO partners have had excellent success finding **funding from other sources** (both public and private) to sustain effective project activities. During the 2nd and 3rd project years we will work with CAFÉ to obtain additional funding for the project activities that are shown to be most effective. CAFÉ's president has an excellent history of helping school districts throughout the United States use grant and foundation funding as part of a multi strategy effort to sustain effective project components. In addition, throughout the 3 year project our project staff will be in constant dialogue with district administration and board members about **budget allocations** for PE equipment, fitness facilities, and continued professional development.

Adequacy of Resources (10 Points)

For this project to be effective we need both sufficient funds to pay for programming as well as sufficient staffing and resources to accomplish all project activities.

Sufficiency of the budget—On pages 26-28 we have appended a budget narrative which lists individual line items for each of the federal budget categories along with a brief explanation of how the costs were calculated. To ensure we have sufficient funds to implement a project of this size, we carefully developed our budget as we created our project plan. For every activity in our project plan, the planning team identified all of the necessary resources and included these items in our budget as either grant-funded or matching costs. After the draft budget was created, our district’s Director of Business Operations reviewed the plan to ensure we followed appropriate district policies and to ensure that we incorporated all necessary costs. We consistently use this 2-part approach to produce accurate budgets that are both sufficient in size as well as reasonable in terms of how many students are being served.

Sufficiency of project staffing—Since no work gets done without having someone’s time to manage the work, we have planned for a 1/2 time Project Director (Mr. Matt Tullis). He will have sufficient time to manage all program activities, including supporting the district Wellness Team and the 9 building teams. He will also serve as the liaison with our CBO partners and consultants. We will pay a stipend to our 9 school nurses to facilitate the work of the building-based teams as they use building-level health and fitness data in their planning efforts. These facilitators will schedule all meetings, ensure the prescribed agendas are followed, and organize the work that must take place between the scheduled meetings. Our Associate Superintendent for Student Achievement will oversee the Health and PE curriculum review processes. As described earlier, it has been nearly 10 years since any district wide planning has been done for these 2 curricular areas. Sufficient funds have been budgeted for health, PE and other teaching staff to complete the Health and PE curriculum reviews which includes analyzing current practice, making recommendations for improvements, purchasing/writing new curriculum, and training staff to implement the new curriculum.

Reasonableness of the budget— The total project budget for Year 1 is (b)(4) Approximately \$410,000 of this total covers the costs of universal programming—health and fitness activities

that effect every student in the district. The remaining \$108,000 has been budgeted for programming that targets students who need supplemental supports to attain healthy fitness and BMI levels. If you divide the total for universal programming in year 1 (\$410,000) by the total number of students to be served (N=5,056), the average cost per student for the year is only \$81 or approximately \$8 per month per student. \$8 per month per student represents a very reasonable cost for programming designed to help students attain state standards and healthy levels of physical activity. Similarly, if you divide the total cost of supplemental services (\$108,000) by the minimum number of students these services are designed to support (N=250), the cost is only \$430 per year or just \$43 per month per student. This monthly amount is substantially less than the monthly fee for intensive programming that a family would have to spend if purchasing the service privately.

All salaries, benefits, and stipends for district employees involved in the project were determined using the rates set through the negotiated agreements between the district and its employees. All salaries for district employees have been increased 3% each year in our budget. This is in keeping with the current (and previous) negotiated agreements. Salaries and benefits for all staff in our CBO partner agencies (the YMCA-YWCA and CAFÉ) are in line with current salary scales in the region. Both of our CBO parents, along with the school district, are making significant in-kind contributions.

Sufficiency and reasonableness of project materials—We have budgeted sufficient funds to purchase supplies and equipment that are necessary to accomplish all project objectives. Most of the supplies and equipment are related to fitness data collection, GPRA data collection, and to help keep students active during PE classes. We will purchase a new server to accommodate the web-based fitness assessment database. In addition, we will install overhead projection systems in the gym at each school (3 per year) so staff can use visual technologies for instructional improvement, student involvement, and motivation. During year 1 we will purchase pedometers for all students along with digital scales and stadiometers to help collect GPRA and BMI data. Each PE teacher will receive an iPad to facilitate assessment data entry during class. We will buy the necessary site licenses and technical support for the fitness assessment software. During years 2 and 3 each school will purchase inexpensive, portable, and inclusive training tools like dumbbells, tubing, medicine balls, weighted wands, and agility ladders. Our supply purchases are low cost/high return items that students of all ages enjoy

using. The supplies also require little or no maintenance following the grant funding period. This will help ensure the sustainability of all project activities. We will also use grant funds to purchase appropriate health and PE curricular materials based up on the recommendations of the HECAT and PECAT teams. The development and implementation of new, evidence-based curricula will provide ongoing benefits to the district well after grant funding for the project ends.

Quality of the Management Plan (15 Points)

Management Structure—This project will be lead by a halftime Project Director—Mr. Matt Tullis (resume appended on pages 56-57). Mr. Tullis is employed half-time by the district as the Equity Director. He will use the other half of his time to manage this project. Matt has a strong personal commitment to health and fitness and been an active member of many groups that support health and fitness in Marshalltown. The Project Director will oversee all project activities and will ensure all reports are submitted to the US DOE accurately and in a timely fashion.

The Project Director will be assisted by our district’s Wellness Committee, our Associate Superintendent for Student Achievement, and by each of our 9 building-level teams. The district level Wellness Committee will be divided into subcommittees to oversee both the HECAT and the PECAT. Building teams will include the principal, a team facilitator (staff person assigned that role who receives a stipend), the PE teacher, the lead health teacher, another general education teacher, parents, students, and community partners. Each of the building teams will have representation on the district’s Wellness Committee. The Project Director will also have access to expert consultants in the areas of health, fitness, nutrition, team building, and parent/community engagement.

Roles, responsibilities & time commitments—Much of the work will be completed by the 9 building-level teams. Building teams will meet 1-2 times each month for one hour. During these meetings they will follow common agendas developed by the CAFÉ and the Project Director (see samples appended on pages 71-92). These agendas prescribe the topics to be discussed in a way that allows each building to tailor their decision making to the needs of the students in their buildings. In addition, the building teams will occasionally meet for larger blocks of time to carry out their work (e.g. the 3 fitness/health/nutrition nights each year). Each building team is the central steering group for its school community, making plans that require the input and participation of many other people.

For this reason, the building teams will maintain regular communication and coordination with other decision making groups, such as the school board, district leadership team, and parent-teacher organizations. Through this series of “constant conversations,” the issues of student health and nutrition will be kept alive so that positive changes can occur. All building teams will have the coaching and support of the Project Director as they work their way through the planned conversations.

The advisory group for the project will be the district’s **Wellness Committee** which will meet quarterly to review project progress. This district level team is composed of building team representations, the Associate Superintendent for Student Achievement, the Director of Food Services, the school nurse, a representative of the city, a representative of Public Health, parents, students, and community partners. The YMCA-YWCA is the first of our 2 CBO partners. Y staff will be part of the Wellness Committee. The Y will also provide services at all grade levels to students in need of supplemental support to attain healthy levels of fitness. The Center for Active Family Engagement (CAFÉ) is our other CBO partner and is known for its work in improving parent engagement in schools. In the past 2 years, CAFÉ has focused on parent engagement to support improved fitness and nutrition. CAFÉ will provide training and technical assistance for integrating effective parent and community engagement into all aspects of the project. Other expert consultants will assist the Project Director with content support in the areas of health, nutrition, and fitness.

The following table lists all personnel for this project, their primary Year 1 activities, and the time they will spend on the project.

Position	Time on Project	Responsibilities
Project Director (Matt Tullis)	0.5 FTE	<ul style="list-style-type: none"> Oversees all grant activities Coaches the 9 building teams Leads the district Wellness Committee Coordinates with all partners Organizes all professional development Oversees evaluation data collection Completes all project reports
Associate Superintendent for Student Achievement	0.05 FTE	<ul style="list-style-type: none"> Provides support to the Project Director Participates on the district Wellness Committee Coordinates health and physical education curriculum review
9 School Nurses (serving as the Building Team Facilitators)	40 hrs in school year	<ul style="list-style-type: none"> Facilitate the building level teams Participates in HECAT Assist with BMI data collection Schedules and lead all team meetings Maintain team logs and records

15 PE Teachers	80 hours each year	<ul style="list-style-type: none"> • Participates in the building level team • Gathers and monitors fitness data • Implements activity-based curriculum • Participates in PECAT and curriculum review • Encourages students to participate in activity based clubs/groups • Identifies students for supplemental services
56 Classroom Teachers	16 hrs in school year	<ul style="list-style-type: none"> • Some participate in the building level team • Some participate in HECAT and curriculum review • Participate in curriculum planning (HECAT) • Integrate nutrition and physical activity into classrooms
Food Service Director	20 hrs in school year	<ul style="list-style-type: none"> • Participates in district Wellness Committee • Participates in HECAT
YMCA-YWCA	Varies	<ul style="list-style-type: none"> • Provide K-4 supplemental services (Fit Kids) • Provide 5-6 supplemental services (Swimming program) • Provide 7-8 supplemental services (After school club) • Provide 9-12 supplemental services (Out-of-school activity class)
Center for Family Engagement	1 day per week	<ul style="list-style-type: none"> • Develops/refines building and district team agendas • Assists with data collection and reporting • Provides training on effective strategies for parent engagement • Manages project WIKI
Jean Blaydes	1 training session	<ul style="list-style-type: none"> • Provides training to general education staff on integrating movement throughout the school day
Marshall County Public Health	0.25 FTE	<ul style="list-style-type: none"> • Provides school access to health screening • Helps implement the 3 family nutrition/fitness nights in all sites • Coordinates project activities with community initiatives
City of Marshalltown		<ul style="list-style-type: none"> • Coordinates project activities with community initiatives

Plan to achieve objectives on time—To facilitate timely completion of activities, the Project Director will meet monthly with the health staff in all 9 buildings as well as the district’s Associate Superintendent, and the Director of Food Services. In addition, he will have weekly contact with the PE teachers through direct observation and/or phone and e-mail to support the development and implementation of all project activities. He will make quarterly reports to the District Wellness Committee, and an annual report to the school board. Other staff from our district (e.g., the Associate Superintendent) and staff from partnering agencies (e.g., Public Health, the city, CAFÉ, and the YMCA-YWCA) will assist the Project Director with project management by providing feedback and reviewing all project products. In addition, the Project Director will be assisted with project management by project evaluation data. Using process evaluation data, the Project Director and all participating staff will be able to: (1) identify implementation problems as they occur; (2) assure prompt feedback to project staff so that adjustments can be made; (3) provide a record of project inputs and methods used during implementation; and (4) summarize data about the efficacy of the project implementation process.

Timeline—During the planning for this project, we carefully created our time line as we finalized our objectives, activities and outcomes for each project goal. As you examine our time line (appended on pages 41-44), you can see it lists project milestones, activities for each objective, when these actions will occur, and who will participate in each activity. We have used this format for multiple projects and have found this to be an extremely useful tool to help us ensure project activities are started and finished in a timely manner during the project implementation. We create similar time lines for all of our projects to help us plan for and accomplish all project activities on time. These time lines are constantly updated and shared regularly with the District Wellness Committee.

Plan to achieve objectives within budget—Our district practices sound fiscal management and has all necessary financial and administrative resources (including accounting, auditing, and administrative supervision) to manage this grant. To ensure we can achieve project tasks within the budgeted amount, we carefully developed our budget as we created our project plan. For this project, our district’s Director of Business Operations will manage all expenditures and contracts in accordance with EDGAR and all OMB circulars. He will have the support of our district’s auditor. He will provide monthly expenditure reports to the Project Director and the Associate Superintendent for Student Achievement that detail what funds have been spent and what funds have been encumbered. It will be the responsibility of the Project Director to review the monthly reports to ensure funds are being spent in accordance with the time line, address any concerns with the district’s business manager, and share the financial information each month with the district’s Wellness Committee. The District Wellness Committee will review the information from the Project Director to ensure funds are being spent in a timely manner. The purpose of these reports is to carefully track all expenses and help ensure grant funds are spent appropriately and in a timely manner.

Project WIKI—A wiki is a private website that allows users to use, add or modify content. They are a shared repository of documents that facilitate communication. To help manage project activities CAFÉ will create and maintain a project wiki (samples screens appended on pages 93-95). Each building will use the wiki to access documents, track meeting participation, post meeting minutes, and share data. CAFÉ has used project wikis to successfully manage multiple grant projects. Each school’s information will be password protected.

Quality of the Project Evaluation (10 Points)

Evaluation Team—All evaluation efforts will be led by the Project Director with the help of the district’s Instructional Application Specialist, the district’s Director of Communications, our 9 school nurses, and all 15 PE staff. Our Instructional Application Specialist manages all student data for the district and provides assistance with the organization and reporting of data. He will help us migrate demographic information from the student database to our web-based fitness assessment software. The Director of Communications manages the publication and sharing of all student information. He will help organize our data for presentation in both print and electronic formats. Our 9 school nurses will oversee the collection of height and weight data for calculating BMI, while our PE teachers will gather all fitness assessment and student survey data. The Project Director will be responsible for collecting feedback from parents and community members through surveys and interviews. He will also prepare and submit all federal reports.

GPRA Data Collection—We will collect and report data for all 3 GPRA measures 3 times during year 1, and 2 times during project years 2 and 3. During year 1 (October, January and May) we will document the % of students who engage in 60 minutes of daily physical activity by having all K-12 students wear pedometers and by having all students in grades 5-12 complete the 3DPAR. To facilitate **accurate** completion of the 3DPAR, PE teachers will have students keep a physical activity log as part of their class work in the week prior to completing the 3DPAR. Classroom teachers will assist with pedometer data collection by recording total steps each day and resetting the pedometers for elementary students. Secondary students will manage their own pedometers. We will document the % of students who meet the healthy fitness zone in 5 of 6 areas by having all students complete the Presidential Fitness Assessment in October, January and May of year 1, and in September and May of years 2 and 3. Our nurses will carefully collect the height weight data using digital scales and stadiometers. This information will be entered into our new web-based fitness assessment program. We will document the % of students in grades 3-12 who eat 2 or more fruits and 3 or more vegetables daily by having students complete the appropriate questions from the YRBS. We will use questions 72-75 from the YRBS to assess the % of students served by the grant who consumed fruit two or more times per

day and vegetables three or more times per day for students in grades 7-12. These questions ask about fruit and vegetable consumptions for a 7-day period. For students in grades 3-4, we will ask the same questions about the fruit and vegetable intake during a 1 day period. These data collection tools are appended on pages 69-70. To facilitate **accurate** completion of the food survey, PE teachers will have students keep a fruit and vegetable log as part of their class work in the week prior to the survey.

Evaluation Methods & Performance Feedback—Like all project evaluations, our evaluation has been designed to answer 3 basic questions—(1) **How much** did we do?; (2) **How well** did we do it?; and (3) **Is anyone better off** as a result? While collection of data is an important aspect of the overall project evaluation, we are most concerned about how we use our data to adjust project performance to improve results for students and families. Our Project Director will make a **quarterly** review of all project data and facilitate conversations with the 9 building teams and the district’s Wellness Committee to use student health and fitness data in their work. During these evaluation conversations, the Project Director will present summary data (sample appended on pages 62-68) to track progress over time for key measures. The Project Director will help the building teams review and reflect on the data through the use of the following 7 questions.

Project Monitoring Questions to Facilitate Performance Feedback
1. Who have we targeted for services and support?
2. What are the outcomes they were expected to attain (including the GPRA measures)?
3. What do our data tell us about their success in attaining these outcomes?
4. What other data do we need to collect?
5. What would work to do better ?
6. Do we need any new partners ?
7. How will we adjust programming (action plan adjustments)?

Process Evaluation—The main purpose of this project is to help students move toward increasing health and fitness and meet state standards through the provision of universal fitness and nutrition education along with supplemental services for students who need additional assistance to attain healthy fitness/BMI levels. Our project’s process evaluation will examine **how well** we deliver services. Using process evaluation data we will: (1) identify implementation problems as they occur; (2) assure prompt feedback so that adjustments can be made; (3) provide a record of project inputs and methods used during implementation; and (4) provide judgment about the effectiveness of the project implementation process. We will concentrate on process evaluation issues primarily during the start

up phase of our project to ensure the smooth implementation and operation of all project activities. Process evaluation data will be gathered by reviewing documents (e.g., HECAT, PECAT, SHI), board actions, PD attendance logs, training surveys, and all documents that are created for the project.

Outcome Evaluation—While our initial focus will be on process evaluation to ensure our project operates smoothly, our outcome evaluation efforts will increase as the project progresses. Our outcome evaluation will focus on changes in systems as well as changes in students, parents, community members, and staff that result from the efforts of this comprehensive project. With our outcome data we will be able answer the following questions: (1) Are students actually healthier? (2) Do they have a healthy BMI? (3) Do students eat enough fruits and vegetables? (4) Do students engage in daily activity at school and in the community? (5) Do staff understand health and fitness concepts and how to teach them effectively? (6) Do parents know how to help their children at home with health, fitness and nutrition? Our outcome evaluation will allow district staff, students and parent to answer the question, “Are students better off as a result of our services?” Our outcome evaluation will also produce data about student performance on health and fitness assessments that allow PE and health teachers to adjust their instruction so that an increasing number of students meet state standards and are in the healthy zone on fitness testing. This progress monitoring data will also help staff identify students who need supplemental supports and make appropriate service referrals to improve their fitness.

The following table provides a brief summary of our process and outcome measures. GPRA Measures are listed in bold, underlined text. In the evaluation tables appended on pages 58-61 you will find the a more complete description of process and outcome measures for each goal along with the designation of **when** the data will be collected, **who** will collect the data, and **how** the data will be collected. A more complete evaluation plan that will be finalized in the first month of the project.

Goal 1: Process Measures	Goal 1: Outcome Measures
<ul style="list-style-type: none"> • Adjusted work plan completed • School Health Index completed • Review of district web site and publications • Attendance logs and minutes for all Wellness meetings 	<ul style="list-style-type: none"> • Board approval of all policies • Increased resource allocations for PE/Health • Increase # of students taking PE each year with fewer waivers • An increase in the % of parents and community members who report they are actively involved in the district Wellness Committee • An increase in the # of school-community health partnerships • An increase in the % of administrative staff and board members who understand of health, fitness, and nutrition concepts

Goal 2: Process Measures	Goal 2: Outcome Measures
<ul style="list-style-type: none"> • HECAT Summary Form completed • HECAT Accuracy, Acceptability, Feasibility & Affordability Analyses completed • School-Home links developed • Attendance for all health nights & PD 	<ul style="list-style-type: none"> • Increase in student scores on health assessments • An increase in the % of parents who increase home health activities • An increase in the % of health teachers who understand health concepts and how to teach them effectively • An increase in % of health teachers who change their practice
Goal 3: Process Measures	Goal 3: Outcome Measures
<ul style="list-style-type: none"> • Attendance logs for supplemental fitness activities • PECAT Summary Form completed • PECAT Accuracy, Acceptability, Feasibility & Affordability Analyses completed • School-Home links developed for all grade levels • Attendance logs for all fitness nights • Attendance logs for PD activities 	<ul style="list-style-type: none"> • <u>An increase in the % of students who engage in 60 minutes of daily physical activity</u> • <u>An increase in the % of students who achieve healthy fitness zone in 5 of 6 areas</u> • An increase in the % of parents who address fitness at home • An increase in the % of PE teachers who understand fitness concepts and how to teach them effectively • An increase in % of PE teachers who change their practice • An increase in the % of students who understand health concepts • An increase in the % of students with individualized fitness plans
Goal 4: Process Measures	Goal 4: Outcome Measures
<ul style="list-style-type: none"> • HECAT Nutrition Summary complete • HECAT Nutrition Module Accuracy, Acceptability, Feasibility & Affordability Analyses completed • School-Home links developed for all grade levels • Attendance logs for all health nights • Attendance logs for PD activities • Report of findings from review of current food offerings 	<ul style="list-style-type: none"> • <u>An increase in the % of students who report eating 5 fruits and vegetable daily</u> • An increase in the % of parents who address nutrition at home • An increase in % of parents who report improved nutrition at home • The % of students who describe the meal choices and vending as appealing will increase • A decrease in the % of non-nutritious food sold for fund raising • An increase in the % of health teachers and food service staff who understand nutrition concepts and how to promote these in students will increase

Sharing of data— All data will be disaggregated by grade and gender as well as trended over time (sample on pages 62-68). Data will be shared with the board, central office staff, and the 9 building teams for use in planning, monitoring progress, and adjusting practice. All reports will be posted to the district web site where we will provide regular updates about upcoming project activities, general project information, and documentation of project successes. We will also provide this information through printed materials that are sent home with students (School-Home Links) to help parents support their children at home. One role of the District Wellness Committee and Building Teams will be to share results with their constituent groups and to bring feedback from their constituents back to the project. Building Teams will make annual presentations to their parent-teacher groups. We will also work with the Iowa Departments of Education and Public Health to share what we have learned from our evaluation with their constituent groups.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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Agency Name: Marshalltown Community School District

DUNS # 021633797

Program Specific Assurances

Please ensure you have included this form with your application. You must print out this form, complete it, 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 Drug-Free Schools at (202) 245-7166 within 3 working days of submitting your electronic application. You must indicate your Agency name and DUNS# on this form.

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 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, such as Farm-to-School, Alliance for a Healthier Generation, HealthierUS School Challenge, YMCA Pioneering Healthier Communities, or Action for Healthy Kids
 *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.

Man Wade
Signature of Authorized Representative

Superintendent
Title

Marshalltown Community School District
Applicant Organization

April 3, 2013
Date Submitted

Agency Name: Marshalltown School District

DUNS # 866907751

LEA Partner Agreement for Competitive Preference Priority #2:

Partnerships Between Applicants and Supporting Community Entities

This form 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 this form, complete it, 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 Drug-Free Schools at (202) 245-7166 within 3 working days of submitting your electronic application. You must indicate your Agency name and DUNS # on the top of this form.

Page 1 of 6 (LEA Partner)

LEA Authorized Representative Name: Dr. Marvin Wade, Superintendent

Roles and Responsibilities:

The district will provide the Project Director who will be responsible for: (1) convening the district’s Wellness Committee; (2) providing guidance on curriculum development, alignment and articulation through the HECAT and PECAT processes; (3) coordinating the participation of all building administrators, teachers, and food service staff; (4) providing oversight and guidance to the building work teams; (5) managing all contracts with our partners CBOs and contractors; (5) organizing all professional development; and (6) providing all evaluation services in-house.

Contribution to the Project:

The Marshalltown School District will provide all space for project activities as well as administrative time for participation in the HECAT/PECAT/SHI assessment processes as an in-kind contribution.

This agreement is in support of the Marshalltown Schools PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of LEA’s Authorized Representative: 

Dated: April 3, 2013

Page 2 of 6 (CBO Partner 1)

CBO Name: Center for Active Family Engagement (CAFÉ)

CAFÉ Representative: Ron Mirr, President

Roles and Responsibilities:

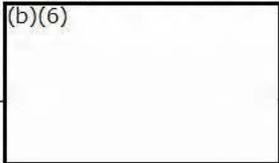
The Center for Family Engagement in Education will provide expert consultation to project staff on effective practices in engaging families in their children’s fitness and nutrition. Center staff will also assist with the development of the School-Home Links and in the planning and implementation of all family nights.

Contribution to the Project:

While a portion of Center staff time will be supported by grant funds, Center staff will contribute both staff time and materials.

This agreement is in support of the Marshalltown Schools PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of CBO’s Authorized Representative: _____

(b)(6)


Dated: April 3, 2013

Page 3 of 6 (CBO Partner #2)

CBO Name: Marshalltown Community Y

Marshalltown Community Y Representative: Carol Hibbs, Executive Director

Roles and Responsibilities:

Community Y staff will participate in both the health curriculum and the physical education curriculum review. In addition, the Community Y will manage all of the before/after school fitness programming for students in grades K-12.

Contribution to the Project:

While a portion of Community Y staff time will be supported by grant funds, the Community staff will contribute both staff time and materials for the before/after school fitness programming.

This agreement is in support of the Marshalltown Schools PEP project and was developed after timely and meaningful consultation between the required partners

Signature of CBO's Authorized Representative: _____

(b)(6)


Dated: April 3, 2013

Page 4 of 6 (Public Health Entity Partner)

Public Health Partner Name: Marshall County Public Health Department

Roles and Responsibilities:

Marshall County Public Health agrees to have a staff person participate in the District's Wellness Committee. Public Health staff will also coordinate the linkage between this project and the work of the Healthier Communities Coalition.

Contribution to the Project:

Marshall County Public Health will ensure all project activities align with the Healthier Communities Coalition's planning efforts. All staff time will be contributed to the project.

This agreement is in support of the Marshalltown Schools PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Public Health's Authorized Representative:

Dated: April 3, 2013

(b)(6)

Page 5 of 6 (LEA's Food Service or Child Nutrition Director)

Food Service Director Name: Vickie McVey, SNS

Roles and Responsibilities:

The Food Service Director will participate in the District's Wellness Committee. In addition, the Director will be fully involved in the HECAT process and completion of the SHI. The Food Service Director will also assist with policy development (Goal 1), health curriculum review (Goal 2), and nutrition services review (Goal 4). This will include the review of food preparation and purchasing procedures, food service staff professional development, and coordination of food service staff and teaching staff joint activities. Finally the Food Services Director will take the lead on improving healthy food offerings and placement of healthy food in vending machines.

Contribution to the Project:

All time spent on the project by the Food Services Director will be contributed to the grant.

This agreement is in support of the Marshalltown Schools PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of LEA's Food Service Authorized Representative:

(b)(6)

Dated: April 3, 2013

Page 6 of 6 (Head of Local Government)

Head of Local Government Name (or designee): Randy Wetmore, City Administrator

Roles and Responsibilities:

The local city government agrees to have a representative participate in the District's Wellness Committee. The representative of the city will help district staff make connections with community agencies and businesses that provide health, recreation, and nutrition services.

Contribution to the Project:

All time spent on the project by city personnel will be considered an in-kind donation.

This agreement is in support of the Marshalltown Schools 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: April 3, 2013

Project **Goals & Objectives****Goal 1: Policy and Environmental Changes**

Our Coordinated School Health Program will have polices and practices which: (1) ensure coordination of all physical education; health education; and nutrition services; & (2) support implementation of best known practices.

Objective 1A—Ensure all buildings implement and meet the requirements of the district wellness policy.

Objective 1B—Connect, engage and sustain parent involvement in school health and wellness.

Objective 1C—Professional development (PD) on health and wellness for district administrators and board members.

Goal 2: Health Education

Health Education in our district will help all students: (1) understand the essential concepts of health information; (2) shape personal values that support healthy behaviors; (3) contribute to group norms that value a healthy lifestyle; and (4) develop the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors.

Objective 2A--Review, update, and implement a coordinated K-12 health education curriculum using HECAT.

Objective 2B--Building action teams staff engage family and community members in data-driven efforts to support improvements in student health and wellness.

Objective 2C--Annual professional development (PD) for all K-12 teachers who teach health.

Goal 3: Physical Education

Physical Education in our district will help all students increase their level of their personal fitness while learning the appropriate knowledge, skills, behaviors, and confidence to be physically active for life.

Objective 3A--Review, update, and implement a coordinated K-12 physical education curriculum using PECAT.

Objective 3B--Building action teams staff engage family and community members in data-driven efforts to support improvements in student fitness.

Objective 3C--Annual professional development (PD) for all K-12 teachers who teach PE

Goal 4: Nutrition

Marshalltown will: (1) help all students understand the essential concepts of nutrition; (2) help all students shape personal values that support healthy eating behaviors; and (3) provide healthy meals & snacks that are appealing to most students.

Objective 4A--Integrate nutrition into health and other content areas K-12.

Objective 4B--Building action teams staff engage family and community members in data-driven efforts to support improvements in student nutrition.

Objective 4C--The District Wellness Committee and Building Teams improve the nutritional quality of the foods that are served and sold in each building (including all extra-curricular activities).

Project **Goals & Objectives** including identified needs, activities, and outcomes

Goal 1: Policy and Environmental Changes	
<p style="text-align: center;"><u>Elementary Identified Needs</u></p> <ul style="list-style-type: none"> Local wellness policy not followed in buildings No representative school health committee No Professional development for meeting diverse needs of students 	<p style="text-align: center;"><u>Secondary Identified Needs</u></p> <ul style="list-style-type: none"> Local wellness policy not followed in buildings No representative school health committee Little access to physical activity facilities outside school hours No professional development for meeting diverse needs of students
<p><u>Other Identified Needs</u></p> <ul style="list-style-type: none"> Parents/community members are not partners in policy decisions for health and fitness. The community needs more no cost/low cost fitness opportunities for families. 	
<p>Objective 1A—Ensure all buildings implement and meet the requirements of the district wellness policy.</p>	
<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> Complete the School Health Index each Spring and adjust work plan to include findings from SHI Complete CDC’s CHANGE tool for policy analysis/changes Monitor implementation at each level to ensure full implementation of district’s Wellness Policy Monitor the coordination of activities across the areas of PE, health education and nutrition services Coordinate district health and fitness activities with community partners Review of district PE facilities and equipment and integrate recommendations in district facilities plan Review time allotments for physical activity at all grade levels Share results on the district web site and in publications 	
<p style="text-align: center;"><u>Process Measures</u></p> <ul style="list-style-type: none"> Completion of SHI tools Adjusted work plan which details coordination Review web site/publications 	<p style="text-align: center;"><u>Outcome Measures</u></p> <ul style="list-style-type: none"> Board approval of all policies. Increased resource allocations PE/Health Increase # of students taking PE each year
<p>Objective 1B—Connect, engage and sustain parent involvement in school health and wellness.</p>	
<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> Institutionalize parent representation on district Wellness Committee and school-based action teams Enlist parents in identifying school health and safety priorities Involve parents in district wellness policy decisions and decisions to increase access to facilities 	
<p style="text-align: center;"><u>Process Measures</u></p> <ul style="list-style-type: none"> Attendance logs and minutes for all Wellness Committee meetings 	<p style="text-align: center;"><u>Outcome Measures</u></p> <ul style="list-style-type: none"> Board approval of all policies The % of parents and community members who report they are fully involved in the district Wellness Committee (annual parent survey) An increase in the number of school-community partnerships in health and fitness
<p>Objective 1C—Professional development (PD) on health and wellness for district administrators and board members.</p>	
<p><u>Planned Activities</u></p> <ul style="list-style-type: none"> PD for administrators/board members on components of a Coordinated School Health Program PD for administrative staff and board members on best-known practices in health education and PE 	
<p style="text-align: center;"><u>Process Measures</u></p> <ul style="list-style-type: none"> Attendance logs for professional development activities 	<p style="text-align: center;"><u>Outcome Measures</u></p> <ul style="list-style-type: none"> The % of administrative staff and board members who report increased understanding of health, fitness, and nutrition concepts (annual survey).

Project **Goals & Objectives** including identified needs, activities, and outcomes

Goal 2: Health Education	
<p style="text-align: center;"><i>Elementary Identified Needs</i></p> <ul style="list-style-type: none"> No sequential curriculum consistent w/stds Few culturally appropriate examples & activities Few assignments encourage student interaction with family and community No professional development (PD) in health ed. No PD on delivering curriculum 	<p style="text-align: center;"><i>Secondary Identified Needs</i></p> <ul style="list-style-type: none"> No sequential curriculum consistent w/stds No professional development (PD) in health ed. No PD on delivering curriculum
<p><i>Other Identified Needs</i></p> <ul style="list-style-type: none"> Virtually no health education exists in grades K-6. The primary cause of chronic absence in our district is student health. 	
<p>Objective 2A—Review, update, and implement a coordinated K-12 health education curriculum using HECAT.</p>	
<p><i>Planned Activities</i></p> <ul style="list-style-type: none"> Form district HECAT committee and complete HECAT Assessment Obtain feedback from all buildings and the public and revise curricular recommendations Make assignments for curriculum revisions, supplementation, and improvement Revise K-12 health curriculum as recommended, both as a stand alone class and embedded in other content areas Implement K-12 health curriculum 	
<p style="text-align: center;"><i>Process Measures</i></p> <ul style="list-style-type: none"> HECAT Summary Form and Accuracy, Acceptability, Feasibility, & Affordability Analyses 	<p style="text-align: center;"><i>Outcome Measures</i></p> <ul style="list-style-type: none"> Increase in student scores on health assessments
<p>Objective 2B—Building action teams staff engage family and community members in data-driven efforts to support improvements in student health and wellness.</p>	
<p><i>Planned Activities</i></p> <ul style="list-style-type: none"> Involve parents in improving health curricula through the HECAT process Form action teams in each building that include staff, students (7-12), parents & community members Involve students, parents, and community members in helpingschool make decisions that improve the health and well-being of students through each building's PTA Develop "School-Home Links" so that families can support health education at home. Family health nights at all schools with distribution of health related newsletters in Spanish and English 	
<p style="text-align: center;"><i>Process Measures</i></p> <ul style="list-style-type: none"> K-12 School-Home links developed Attendance logs for all family health nights 	<p style="text-align: center;"><i>Outcome Measures</i></p> <ul style="list-style-type: none"> The % of parents with increased understanding of how to address health education at home The % of parents who report increased health related activities at home
<p>Objective 2C—Annual professional development (PD) for all K-12 teachers who teach health.</p>	
<p><i>Planned Activities</i></p> <ul style="list-style-type: none"> PD for K-12 staff on best-known practices in health education PD for K-12 staff on how to engage parents in their student's learning regarding health 	
<p style="text-align: center;"><i>Process Measures</i></p> <ul style="list-style-type: none"> Attendance logs for all professional development activities 	<p style="text-align: center;"><i>Outcome Measures</i></p> <ul style="list-style-type: none"> % of health teachers with increased understanding of health concepts and how to teach them. Increase in % of health teachers who describe changes they have made to their practice as a result of the professional development

Goal 3: Physical Education	
<p style="text-align: center;"><i>Elementary Identified Needs</i></p> <ul style="list-style-type: none"> • No sequential curriculum consistent w/standards • Little information and materials for PE teachers • No individualized fitness plans • Little promotion of physical activity clubs • No PD for teachers 	<p style="text-align: center;"><i>Secondary Identified Needs</i></p> <ul style="list-style-type: none"> • No sequential curriculum consistent w/standards • Little information and materials for PE teachers • No individualized fitness plans • Professional development for teachers • Students not active at least 50% of class time
<p><i>Other Identified Needs</i></p> <ul style="list-style-type: none"> • Over 50% of district students don't meet state PE standards. • Nearly 50% of district students are not in the healthy zone on abdominal strength, upper body strength, cardio endurance, and flexibility. • Nearly 75% of Marshalltown students don't engage in moderate-to-vigorous daily activity. • Families can't afford community fitness activities. • Many elementary children in Marshalltown cannot swim. 	
<p>Objective 3A—Review, update, and implement a coordinated K-12 PE curriculum using PECAT.</p>	
<p><i>Planned Activities</i></p> <ul style="list-style-type: none"> • Implement FitnessGram testing in all buildings and grades 2 times each year (3 times in year 1) • Student Survey and Pedometer/3DPAr Data Collection 2 times each year (3 times in year 1) • Form district PECAT committee and complete PECAT Assessment • Obtain feedback from all buildings and the public and revise curricular recommendations • Make assignments for curriculum revisions, supplementation, and improvement • Revise K-12 PE curriculum as recommended • Implement K-12 PE curriculum • Implement activities to get students moving during recess and to join physical activity clubs/programs 	
<p style="text-align: center;"><i>Process Measures</i></p> <ul style="list-style-type: none"> • PECAT Summary Form and Accuracy, Acceptability, Feasibility, & Affordability Analyses 	<p style="text-align: center;"><i>Outcome Measures</i></p> <ul style="list-style-type: none"> ▪ The % of students who engage in 60 minutes of daily physical activity will increase • The % of students who achieve healthy fitness zone in 5 of 6 areas will increase
<p>Objective 3B—Building action teams staff engage family and community members in data-driven efforts to support improvements in student fitness.</p>	
<p><i>Planned Activities</i></p> <ul style="list-style-type: none"> • Involve parents in improving PE curricula through the PECAT process • Form action teams in each building that include staff, students (7-12), parents & community members • Involve students, parents, and community members in helpingschool make decisions that improve the fitness of students through each building's PTA • Develop "School-Home Links" so that families can support fitness at home. • Family fitness nights at all schools with distribution of fitness related newsletters (Spanish & English) • All schools implement extracurricular activities (with youth input) that include physical activity 	
<p style="text-align: center;"><i>Process Measures</i></p> <ul style="list-style-type: none"> • K-12 School-Home links developed • Attendance logs for all family fitness nights • Attendance logs for extracurricular fitness activities 	<p style="text-align: center;"><i>Outcome Measures</i></p> <ul style="list-style-type: none"> • The % of parents with increased understanding of how to address fitness at home • The % of parents who report increased fitness activities at home
<p>Objective 3C—Annual professional development (PD) for all K-12 teachers who teach PE</p>	
<p><i>Planned Activities</i></p> <ul style="list-style-type: none"> • PD for PE staff on fitness assessment, how to keep students moving, and how to engage families. • PD for general classroom teachers on incorporating movement to improve student learning 	
<p style="text-align: center;"><i>Process Measures</i></p> <ul style="list-style-type: none"> • Attendance logs for all professional development activities 	<p style="text-align: center;"><i>Outcome Measures</i></p> <ul style="list-style-type: none"> • % of PE teachers with increased understanding of fitness concepts and how to teach them. ▪ Increase in % of PE teachers who describe changes they have made to their practice

Project **Goals & Objectives** including identified needs, activities, and outcomes

Goal 4: <u>Nutrition</u>	
<u>Elementary Identified Needs</u>	<u>Secondary Identified Needs</u>
<ul style="list-style-type: none"> Need better promotion of healthy food and beverage choices 	<ul style="list-style-type: none"> Need better promotion of healthy food and beverage choices
<u>Other Identified Needs</u>	
<ul style="list-style-type: none"> Nearly 75% of Marshalltown students don't eat enough fruit and vegetables. Over 40% of district students don't have a healthy BMI (obese or overweight). 	
Objective 4A —Integrate nutrition into health and other content areas K-12.	
<u>Planned Activities</u>	
<ul style="list-style-type: none"> Form district HECAT committee and complete HECAT Module on Healthy Eating Obtain feedback from all buildings and the public and revise curricular recommendations for nutrition Make assignments for curriculum revisions, supplementation, and improvement re: nutrition Revise K-12 curriculum to incorporate nutrition as recommended Food service staff, community partners, and teachers will work together to use food in classroom nutritional lessons, jointly teach nutrition lessons, and display informational materials that reinforce classroom lessons. 	
<u>Process Measures</u>	<u>Outcome Measures</u>
<ul style="list-style-type: none"> HECAT Summary Form and Accuracy, Acceptability, Feasibility, & Affordability Analyses 	<ul style="list-style-type: none"> Increase in students who report consuming 5 fruits and vegetable daily
Objective 4B —Building action teams staff engage family and community members in data-driven efforts to support improvements in student nutrition.	
<u>Planned Activities</u>	
<ul style="list-style-type: none"> Involve parents in improving nutrition curricula through the HECAT process Form action teams in each building that include staff, students (7-12), parents & community members Give parents opportunities to provide feedback on the meal program and let them know the outcome Health/Food staff develop "School-Home Links" so families can support healthy eating at home. Nutrition nights at all schools. 	
<u>Process Measures</u>	<u>Outcome Measures</u>
<ul style="list-style-type: none"> School-Home links developed for all grade levels Attendance logs for all family nutrition nights 	<ul style="list-style-type: none"> Increase in students who report consuming 5 fruits and vegetable daily The % of parents who report understanding of how to address nutrition at home increases The % of parents who report improved nutrition at home will increase
Objective 4C —The District Wellness Committee and Building Teams improve the nutritional quality of the foods that are served and sold in each building (including all extra-curricular activities).	
<u>Planned Activities</u>	
<ul style="list-style-type: none"> Form district nutrition team & review current food offerings (meals, vending, and fund raising) Offer low fat items that are acceptable to a majority of students. Offer appealing low fat a la carte offerings that are acceptable to a majority of students. Food and beverage choices that are low in fat, sodium, and added sugars will be promoted in all vending machines, at student activities, and in the cafeteria. 	
<u>Process Measures</u>	<u>Outcome Measures</u>
<ul style="list-style-type: none"> Attendance logs for all professional development activities Report of findings from the review of current food offerings 	<ul style="list-style-type: none"> The % of students who describe the meal choices and vending as appealing will increase Decrease in % of non-nutritious food sold for fund raising The % of health teachers/food service staff with increased understanding of nutrition and how to promote these in students will increase

Project **Timeline**

Goal 1: Policy and Environmental Changes																			
Objective 1A— Ensure all buildings implement and meet the requirements of the district wellness policy.	Year 1				Year 2				Year 3				Participants						
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	Project Director	Building Teams	Wellness Comm.	Board Members	Students/Parents	Teachers	Partners
Complete the School Health Index each Spring and adjust work plan to include findings from SHI			•				•				•		☆		☆		☆	☆	☆
Complete CDC's CHANGE tool for policy analysis/changes		•											☆		☆				
Monitor policy implementation at each level to ensure full implementation of district's Wellness Policy			•	•	•	•	•	•	•	•	•	•	☆	☆	☆	☆			
Review of district PE facilities and equipment and integrate recommendations in district facilities plan					•	•	•	•	•	•	•	•	☆			☆			
Review time allotments for physical activity at all grade levels					•	•	•	•	•	•	•	•	☆			☆			
Share results on the district web site and in publications			•	•	•	•	•	•	•	•	•	•	☆						
Objective 1B— Connect, engage and sustain parent involvement in school health and wellness.	Year 1				Year 2				Year 3				Participants						
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	Project Director	Building Teams	Wellness Comm.	Board Members	Students/Parents	Teachers	Partners
Institutionalize parent representation on district Wellness Committee and school-based action teams		•											☆			☆	☆		
Enlist parents in identifying school health and safety priorities			•	•									☆	☆	☆		☆		☆
Involve parents in district wellness policy decisions and decisions to increase access to facilities			•	•	•	•	•	•	•	•	•	•	☆		☆	☆	☆		
Objective 1C— Professional development (PD) on health and wellness for district administrators and board members.	Year 1				Year 2				Year 3				Participants						
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	Project Director	Building Teams	Wellness Comm.	Board Members	Students/Parents	Teachers	Partners
PD for administrators/board members on components of a Coordinated School Health Program		•				•				•			☆			☆			☆
PD for administrative staff and board members on best-known practices in health education and PE			•			•					•		☆	☆		☆			☆

Project **Timeline**

Goal 2: Health Education																			
Objective 2A— Review, update, and implement a coordinated K-12 health education curriculum using HECAT.	Year 1				Year 2				Year 3				Participants						
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	Project Director	Building Teams	Wellness Comm.	Board Members	Students/Parents	Teachers	Partners
Form district HECAT committee and complete HECAT Assessment			●	●									☆						
Obtain feedback from all buildings and the public and revise curricular recommendations					●								☆		☆				☆
Make assignments for curriculum revisions, supplementation, and improvement						●							☆		☆		☆	☆	☆
Revise K-12 health curriculum as recommended							●						☆		☆		☆	☆	☆
Implement K-12 health curriculum								●	●	●	●		☆					☆	☆
Objective 2B— Building action teams staff engage family and community members in data-driven efforts to support improvements in student health and wellness.	Year 1				Year 2				Year 3				Participants						
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	Project Director	Building Teams	Wellness Comm.	Board Members	Students/Parents	Teachers	Partners
Involve parents in improving health curricula through the HECAT process					●								☆						☆
Form action teams in each building that include staff, students (7-12), parents & community members	●												☆					☆	
Involve students, parents, and community members in helpingschool make decisions that improve the health and well-being of students through each building's PTA		●	●	●	●	●	●	●	●	●	●	●	☆	☆			☆	☆	☆
Develop " School-Home Links " so that families can support health education at home.				●				●					☆					☆	☆
Family health nights at all schools with distribution of health related newsletters in Spanish and English		●	●		●	●			●	●			☆	☆	☆	☆	☆	☆	☆
Objective 2C— Annual professional development (PD) for all K-12 teachers who teach health.	Year 1				Year 2				Year 3				Participants						
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	Project Director	Building Teams	Wellness Comm.	Board Members	Students/Parents	Teachers	Partners
PD for K-12 staff on best-known practices in health education	●	●		●				●					☆					☆	☆
PD for K-12 staff on how to engage parents in their student's learning regarding health			●	●		●	●						☆					☆	☆

Project Timeline

Goal 3: Physical Education																			
Objective 3A— Review, update, and implement a coordinated K-12 physical education curriculum using PECAT.	Year 1				Year 2				Year 3				Participants						
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	Project Director	Building Teams	Wellness Comm.	Board Members	Students/Parents	Teachers	Partners
Implement FitnessGram testing in all buildings and grades 2 times each year.	•	•	•	•	•	•	•	•	•	•	•	•	☆					☆	
Student Survey and Pedometer/3DPAR Data Collection	•	•		•	•	•		•	•	•		•	☆					☆	
Form district PECAT committee and complete PECAT Assessment				•	•								☆						
Obtain feedback from all buildings and the public and revise curricular recommendations						•							☆		☆				☆
Make assignments for curriculum revisions, supplementation, and improvement							•						☆		☆		☆	☆	☆
Revise K-12 PE curriculum as recommended								•					☆		☆		☆	☆	☆
Implement K-12 PE curriculum									•	•	•	•	☆					☆	☆
Objective 3B— Building action teams staff engage family and community members in data-driven efforts to support improvements in student fitness.	Year 1				Year 2				Year 3				Participants						
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	Project Director	Building Teams	Wellness Comm.	Board Members	Students/Parents	Teachers	Partners
Involve parents in improving PE curricula through the PECAT process					•								☆						☆
Form action teams in each building that include staff, students (7-12), parents & community members	•												☆					☆	
Involve students, parents, and community members in helpingschool make decisions that improve the fitness of students through each building's PTA		•	•	•	•	•	•	•	•	•	•	•	☆	☆			☆	☆	☆
Develop " School-Home Links " so that families can support fitness at home.				•				•					☆					☆	☆
Family fitness nights at all schools with distribution of fitness related newsletters (Spanish & English)		•	•			•	•			•	•		☆	☆	☆	☆	☆	☆	☆
All schools implement extracurricular activities (with youth input) that include physical activity		•	•	•	•	•	•	•	•	•	•	•	☆						☆
Objective 3C— Annual professional development (PD) for all K-12 teachers who teach PE	Year 1				Year 2				Year 3				Participants						
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	Project Director	Building Teams	Wellness Comm.	Board Members	Students/Parents	Teachers	Partners
PD for PE staff on fitness assessment, how to keep students moving, and how to engage families.	•	•		•				•					☆					☆	☆
PD for general classroom teachers on incorporating movement to improve student learning			•	•				•	•				☆					☆	☆

Project Timeline

Goal 4: Nutrition																			
Objective 4A— Integrate nutrition into health and other content areas K-12.	Year 1				Year 2				Year 3				Participants						
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	Project Director	Building Teams	Wellness Comm.	Board Members	Students/Parents	Teachers	Partners
Form district HECAT committee and complete HECAT Module on Healthy Eating			•	•									☆						
Obtain feedback from all buildings and the public and revise curricular recommendations for nutrition						•							☆		☆				☆
Make assignments for curriculum revisions, supplementation, and improvement re: nutrition							•						☆		☆		☆	☆	☆
Revise K-12 curriculum to incorporate nutrition as recommended								•					☆		☆		☆	☆	☆
Food service staff, community partners, and teachers will work together to use food in classroom nutritional lessons, jointly teach nutrition lessons, and display informational materials that reinforce classroom lessons.									•	•	•	•	☆					☆	☆
Objective 4B— Building action teams staff engage family and community members in data-driven efforts to support improvements in student nutrition.	Year 1				Year 2				Year 3				Participants						
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	Project Director	Building Teams	Wellness Comm.	Board Members	Students/Parents	Teachers	Partners
Involve parents in improving nutrition curricula through the HECAT process					•								☆						☆
Form action teams in each building that include staff, students (7-12), parents & community members	•												☆					☆	
Give parents opportunities to provide feedback on the meal program and let them know the outcome		•	•	•	•	•	•	•	•	•	•	•	☆	☆			☆	☆	☆
Health/Food staff develop "School-Home Links" so families can support healthy eating at home. Nutrition nights at all schools.				•				•					☆					☆	☆
Objective 4C— The District Wellness Committee and Building Teams improve the nutritional quality of the foods that are served and sold in each building (including all extra-curricular activities).	Year 1				Year 2				Year 3				Participants						
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	Project Director	Building Teams	Wellness Comm.	Board Members	Students/Parents	Teachers	Partners
Form district nutrition team & review current food offerings (meals, vending, and fund raising)		•	•	•	•	•							☆		☆				
Offer low fat items that are acceptable to a majority of students.					•	•	•	•	•	•	•	•			☆				
Offer appealing low fat a la carte offerings that are acceptable to a majority of students.					•	•	•	•	•	•	•	•	☆		☆				
Food and beverage choices that are low in fat, sodium, and added sugars will be promoted in all vending machines, at student activities, and in the cafeteria.					•	•	•	•	•	•	•	•	☆	☆	☆	☆		☆	☆

State Standards being addressed by the project

On this page, you will find the State PE Standard we are addressing in this project. The table begins with the name of the standard followed by a rationale for the standard. Below this you will see the performance measures we have targeted in this grant for students in grades 4, 8, and 12. In the far right column we have listed the % of our students who do **NOT** meet minimum levels of proficiency.

% of Students NOT meeting PE Standard

E: <u>Health-enhancing Fitness</u>— Students will achieve and maintain a health-enhancing level of physical fitness.		
<i>The intent of this standard is student achievement of a health-enhancing level of fitness. This level of fitness facilitates normal growth and development as well as delays the aging process. It allows individuals to adapt to stress and meet the demands of daily living by increasing energy levels. Achievement of a health-enhancing level of fitness is a proactive alternative to rising health-care costs; it reduces the risk of injury, cardiovascular disease, and health risks related to a sedentary lifestyle.</i>		% NOT Proficient
By the end of 4th grade , the students will:		
E.4.2	Associate results of fitness testing to personal health status and the ability to perform various activities such as maintaining continuous aerobic activity for a specific time and/or activity and supporting, lifting, and controlling body weight in a variety of activities	60%
E.4.3	Describe personal strengths and weaknesses and elevate the weaknesses to strengths	55%
By the end of 8th grade , the students will:		% NOT Proficient
E.8.1	Participate in a variety of health-related activities in both school and non school settings in order to maintain a record of moderate to vigorous physical activity	55%
E.8.2	Assess physiological indicators of exercise such as pulse rate during and after physical activity	50%
E.8.3	Understand and apply basic principles of training to improve physical fitness such as various weight training techniques	50%
E.8.4	Meet health-related fitness standards	65%
E.8.5	Begin to design personal health-related fitness programs based on an accurately assessed fitness profile, for example, engage in physical activity at the target heart rate for a minimum of 30 minutes at least 3 times a week outside of the physical education class	70%
By the end of 12th grade , the students will:		% NOT Proficient
E.12.1	Monitor exercise and other behaviors related to health-related fitness	45%
E.12.2	Maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility and body composition necessary for a healthful lifestyle	40%
E.12.3	Assess personal health-related fitness status	50%
E.12.4	Continue meeting health-related fitness standards	45%
E.12.5	Use the results of fitness assessments to guide changes in personal program of physical activity	50%

Module 1: School Health and Safety Policies and Environment		Anson	Fisher	Franklin	Hogan	Rogers	Woodbury	Lenihan
CC.1	Representative school health committee	0	0	0	0	0	0	0
CC.2	Written school health and safety policies	3	3	3	3	3	3	3
CC.3	Communicate school health and safety policies to students, parents, staff	3	3	3	3	3	3	3
CC.4	Positive school climate	2	2	2	2	2	2	2
CC.5	Overcome barriers to learning	2	2	2	2	2	2	2
CC.6	Enrichment experiences	2	2	2	2	2	2	2
CC.7	Local wellness policies	1	1	1	1	1	1	1
CC.8	Standard precautions policy	3	3	3	3	3	3	3
CC.9	Professional development on meeting diverse needs of students	1	1	1	1	1	1	1
CC.10	Prevent harassment and bullying	2	2	2	2	2	2	2
CC.11	Active supervision	3	3	3	3	3	3	3
CC.12	Written crisis response plan	3	3	3	3	3	3	3
S.1	Safe physical environment	3	3	3	3	3	3	3
S.2	Maintain safe physical environment	3	3	3	3	3	3	3
S.3	Staff development on unintentional injuries, violence, and suicide	2	2	2	2	2	2	2
PA.1	Recess	1	1	1	1	1	1	1
PA.2	Access to physical activity facilities outside school hours	2	2	2	2	2	2	2
PA.3	Adequate physical activity facilities	1	1	1	1	1	1	1
PA.4	Prohibit using physical activity as punishment	3	3	3	3	3	3	3
N.1	Prohibit using food as reward or punishment	3	3	3	3	3	3	3
N.2	Access to free drinking water	3	3	3	3	3	3	3
N.3	All foods offered or sold during the school day meet strong nutrition std	3	3	3	3	3	3	3
N.4	All beverages offered or sold during the school day meet nutrition std	3	3	3	3	3	3	3
N.5	Fundraising efforts during and outside school hours meet nutrition std	3	3	3	3	3	3	3
N.6	Advertising and promotion of foods and beverages	3	3	3	3	3	3	3
N.7	Hands washed before meals and snacks	3	3	3	3	3	3	3
T.1	Prohibit tobacco use among students	3	3	3	3	3	3	3
T.2	Prohibit tobacco use among staff and visitors	3	3	3	3	3	3	3
T.3	Enforce tobacco-use policies	3	3	3	3	3	3	3
T.4	Prohibit tobacco advertising	3	3	3	3	3	3	3
A.1	Written policies for carry and self-administration of quick relief medications	3	3	3	3	3	3	3
A.2	Professional development on asthma	3	3	3	3	3	3	3
A.3	Implement indoor air quality practices	3	3	3	3	3	3	3
A.4	Implement integrated pest management practices	3	3	3	3	3	3	3
SH.1	Non-discrimination on the basis of HIV infection policy	3	3	3	3	3	3	3
SH.2	Confidentiality of HIV status	3	3	3	3	3	3	3
SH.3	Professional development for all staff members on HIV policies or laws	3	3	3	3	3	3	3
SH.4	Professional development for administrators and teachers on HIV and other	3	3	3	3	3	3	3
	Total Points	97	97	97	97	97	97	97
	Total Possible	114	114	114	114	114	114	114
	Total Score	85%	85%	85%	85%	85%	85%	85%

Module 2: Health Education		Anson	Fisher	Franklin	Hogan	Rogers	Woodbury	Lenthan
CC.1	Health education taught in all grades	3	3	3	3	3	3	3
CC.2	Sequential health education curriculum consistent with standards	1	1	1	1	1	1	1
CC.3	Active learning strategies	2	2	2	2	2	2	2
CC.4	Opportunities to practice skills	2	2	2	2	2	2	2
CC.5	Culturally appropriate examples and activities	2	2	2	2	2	2	2
CC.6	Assignments encourage student interaction with family and community	2	2	2	2	2	2	2
CC.7	Professional development in health education	1	1	1	1	1	1	1
CC.8	Professional development in delivering curriculum	0	0	0	0	0	0	0
CC.9	Professional development in classroom management techniques	0	0	0	0	0	0	0
S.1	Essential topics on preventing unintentional injuries, violence, and suicide	2	2	2	2	2	2	2
PA.1	Essential topics on physical activity	2	2	2	2	2	2	2
N.1	Essential topics on healthy eating	2	2	2	2	2	2	2
T.1	Essential topics on preventing tobacco use	2	2	2	2	2	2	2
A.1	Essential topics on asthma awareness	2	2	2	2	2	2	2
SH.1	Essential topics for preventing HIV, other STD and pregnancy	2	2	2	2	2	2	2
	Total Points	25	25	25	25	25	25	25
	Total Possible	45	45	45	45	45	45	45
	Total Score	56%	56%	56%	56%	56%	56%	56%

Module 3: Physical Education and Other Physical Activity Programs		Anson	Fisher	Franklin	Hoglan	Rogers	Woodbury	Lenihan
PA.1	150 minutes of physical education per week	0	0	0	0	0	0	0
PA.2	Adequate teacher/student ratio	3	3	3	3	3	3	3
PA.3	Sequential physical education curriculum consistent with standards	1	1	1	1	1	1	1
PA.4	Information and materials for physical education teachers	1	1	1	1	1	1	1
PA.5	Prohibit exemptions or waivers for physical education	3	3	3	3	3	3	3
PA.6	Students active at least 50% of class time	2	2	2	2	2	2	2
PA.7	Individualized physical activity and fitness plans	1	1	1	1	1	1	1
PA.8	Health-related fitness	2	2	2	2	2	2	2
PA.9	Teachers avoid practices that result in student inactivity	2	2	2	2	2	2	2
PA.10	Promote community physical activities	3	3	3	3	3	3	3
PA.11	Certified or licensed physical education teachers	3	3	3	3	3	3	3
PA.12/ A.1	Address special health care needs	3	3	3	3	3	3	3
PA.13/ S.1/A.2	Physical education safety practices	3	3	3	3	3	3	3
PA114/S.2	Playgrounds meet safety standards	3	3	3	3	3	3	3
PA.15	Professional development for teachers	2	2	2	2	2	2	2
PA.16	Participation in intramural programs or physical activity clubs	1	1	1	1	1	1	1
PA.17	Promotion or support of walking and bicycling to school	1	1	1	1	1	1	1
PA.18/S.3	Physical activity facilities meet safety standards	3	3	3	3	3	3	3
	Total Points	37						
	Total Possible	54						
	Total Score	69%						

Module 4: Nutrition Services		Anson	Fisher	Franklin	Hoglan	Rogers	Woodbury	Lenihan
N.1.	Breakfast and lunch programs	3	3	3	3	3	3	3
N.2	Variety of foods in school meals	3	3	3	3	3	3	3
N.3	Healthy food purchasing and preparation practices	3	3	3	3	3	3	3
N.4	A la carte offerings include healthy food and beverage items	0	0	0	0	0	0	0
N.5	Sites outside cafeteria offer healthy food and beverage items	0	0	0	0	0	0	0
N.6	Promote healthy food and beverage choices	1	1	1	1	1	1	1
N.7	Adequate time to eat school meals	2	2	2	2	2	2	2
N.8	Collaboration between nutrition services staff members and teachers	1	1	1	1	1	1	1
N.9	Degree and certification of nutrition services manager	3	3	3	3	3	3	3
N.10	Professional development for nutrition services manager	3	3	3	3	3	3	3
N.11/S.1	Clean, safe, pleasant cafeteria	3	3	3	3	3	3	3
N.12/S.2	Preparedness for food emergencies	3	3	3	3	3	3	3
	Total Points	25	25	25	25	25	25	25
	Total Possible	36	36	36	36	36	36	36
	Total Score	68%	68%	68%	68%	68%	68%	68%

Module 1: School Health and Safety Policies and Environment		Miller Middle	High School
CC.1	Representative school health committee	0	0
CC.2	Written school health and safety policies	3	3
CC.3	Communicate school health and safety policies to students, parents, staff, and visitors	3	3
CC.4	Positive school climate	2	2
CC.5	Overcome barriers to learning	2	2
CC.6	Enrichment experiences	2	2
CC.7	Local wellness policies	3	3
CC.8	Standard precautions policy	3	3
CC.9	Professional development on meeting diverse needs of students	1	1
CC.10	Prevent harassment and bullying	2	2
CC.11	Active supervision	3	3
CC.12	Written crisis response plan	3	3
CC.13	Student involvement in decision-making	2	2
S.1	Safe physical environment	3	3
S.2	Maintain safe physical environment	3	3
S.3	Staff development on unintentional injuries, violence, and suicide	2	2
PA.1	Access to physical activity facilities outside school hours	2	2
PA.2	Adequate physical activity facilities	1	1
PA.3	Prohibit using physical activity as punishment	3	3
N.1	Prohibit using food as reward or punishment	3	3
N.2	Access to free drinking water	3	3
N.3	All foods offered or sold during the school day meet strong nutrition standards	3	3
N.4	All beverages offered or sold during the school day meet strong nutrition standards	3	3
N.5	Foods offered outside school hours in high schools meet strong nutrition standards	3	3
N.6	Beverages offered outside school hours in high schools meet strong nutrition standards	3	3
N.7	Fundraising efforts during and outside school hours meet strong nutrition standards	3	3
N.8	Advertising and promotion of foods and beverages	3	3
T.1	Prohibit tobacco use among students	3	3
T.2	Prohibit tobacco use among school staff members and visitors	3	3
T.3	Enforce tobacco-use policies	3	3
T.4	Prohibit tobacco advertising	3	3
A.1	Written policies for carry and self-administration of quick-relief medications	3	3
A.2	Professional development on asthma	3	3
A.3	Implement indoor air quality practices	3	3
A.4	Implement integrated pest management practices	3	3
SH.1	Non-discrimination on the basis of HIV infection policy	3	3
SH.2	Confidentiality of HIV status	3	3
SH.3	Professional development for all staff members on HIV policies or laws	3	3
SH.4	Professional development for administrators and teachers on HIV, other STD, and preg. prevention	3	3
SH.5	Non-discrimination on the basis of pregnancy or parenting status policy	3	3
SH.6	Strategies to meet the needs of LGBT youth	3	3
	Total Points	109	109
	Total Possible	123	123
	Total Score	88.6%	88.6%

Module 2: Health Education		Miller Middle	High School
CC.1	Required health education course	2	0
CC.2	Health education grading	2	0
CC.3	Sequential health education curriculum consistent with standards	1	1
CC.4	Active learning strategies	2	2
CC.5	Opportunities to practice skills	2	2
CC.6	Culturally appropriate examples and activities	2	2
CC.7	Assignments encourage student interaction with family and community	2	2
CC.8	Credentialed health education teachers	3	3
CC.9	Professional development in health education	2	1
CC.10	Professional development in delivering curriculum	0	0
CC.11	Professional development in classroom management techniques	0	0
S.1	Essential topics on preventing unintentional injuries, violence, and suicide	2	2
PA.1	Essential topics on physical activity	2	2
N.1	Essential topics on healthy eating	2	2
T.1	Essential topics on preventing tobacco use	2	2
A.1	Essential topics on asthma awareness	2	2
SH.1	Essential topics for preventing HIV, other STD, and pregnancy	2	2
	Total Points	30	23
	Total Possible	51	51
	Total Score	58.8%	45.1%

Module 3: Physical Education and Other Physical Activity Programs		Miller Middle	High School
PA.1	225 minutes of physical education per week	1	1
PA.2	Adequate teacher/student ratio	3	3
PA.3	Sequential physical education curriculum consistent with standards	1	1
PA.4	Information and materials for physical education teachers	1	1
PA.5	Physical education grading	2	2
PA.6	Prohibit exemptions or waivers for physical education	3	0
PA.7	Students active at least 50% of class time	1	1
PA.8	Individualized physical activity and fitness plans	1	1
PA.9	Health-related physical fitness	2	2
PA.10	Teachers avoid practices that result in student inactivity	2	2
PA.11	Promote community physical activities	3	3
PA.12	Certified or licensed physical education teachers	3	3
PA.13 /A.1	Address special health care needs	3	3
/S.1/A.2	Physical education safety practices	3	3
PA.15	Professional development for teachers	0	0
PA.16	Participation in intramural programs or physical activity clubs	2	2
PA.17	Availability of interscholastic sports	2	2
PA.18	Promotion or support of walking and bicycling to school	2	2
PA.19	Training requirements for coaches	3	3
PA.20/S.2	Physical activity facilities meet safety standards	3	3
PA.21/S.3	Athletics safety requirements	3	3
	Total Points	44	41
	Total Possible	63	63
	Total Score	69.8%	65.1%

Module 4: Nutrition Services		Miller Middle	High School
N.1	Breakfast and lunch programs	3	3
N.2	Variety of foods in school meals	3	3
N.3	Healthy food purchasing and preparation practices	3	3
N.4	A la carte offerings include healthy food and beverage items	2	2
N.5	Sites outside cafeteria offer healthy food and beverage items	2	2
N.6	Promote healthy food and beverage choices	1	1
N.7	Adequate time to eat school meals	3	3
N.8	Collaboration between nutrition services staff members and teachers	3	3
N.9	Degree and certification of nutrition services manager	3	3
N.10	Professional development for nutrition services manager	3	3
N.11/S.1	Clean, safe, pleasant cafeteria	3	3
N.12	Preparedness for food emergencies	3	3
	Total Points	32	32
	Total Possible	36	36
	Total Score	88.9%	88.9%

Policy Title Wellness Code No. 504.11

The Marshalltown Community School District promotes healthy students by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. The school district supports a healthy environment where students learn and participate in positive lifestyle practices. By facilitation of learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of students. Improved health optimizes student performance potential.

Nutrition Education Goals

Nutrition Education is not only a part of health education classes; efforts are also made to incorporate the following core messages into activities in other curriculum such as math, science, language arts, and social studies:

- Moderation and variety in food choices (promoting fruits, vegetables, whole-grain products, low-fat dairy products) and healthy food preparation methods are encouraged.
- A healthy energy balance between food intake and physical activity is desirable.

As curriculum areas are reviewed and revised, the District Curriculum Coordinator will assure that nutrition education resources are reviewed and appropriately included.

Physical Activity Goals

The physical education program shall be designed to stress physical fitness and encourage healthy, active lifestyles. The physical education program shall consist of physical activities of at least moderate intensity and for a duration that is sufficient to provide a significant health benefit to students. Physical education classes shall be taught by certified specialists.

1. Participation in structured PE classes will be scheduled for all students in kindergarten through grade six for a minimum of 60 minutes per 6-day cycle.
2. Participation in structured PE classes will be scheduled for all students in grades seven and eight for a minimum of 80 minutes per 6-day cycle.
3. High school, grades 9-12, shall require two (2) credits of physical education credit for graduation.
4. Students shall be supported in setting and meeting personal fitness goals that result in the achievement and maintenance of a health enhancing level of physical fitness.
5. Students shall be provided varied opportunities for enjoyment, challenge, self-expression and social interaction that will lead to a physically active lifestyle.
6. It is the goal of the district to continuously review and enhance the quality and quantity of physical activity available to students at all levels, and to strive for the National Standard of minutes of physical activity per week.

Other Activities that Promote Nutrition & Wellness

The district supports participation by students and staff in programs and activities which support development of physical and emotional wellness. This includes, but is not limited to, programs such as: Go the Distance, walking programs at elementary schools, field days, Healthiest State Initiative, Safe Schools-Healthy Students initiative.

Foods available on campus during the school day:***School Day:***

- The school day is considered to be from the start of classes in the morning until the end of the last class scheduled.
- **School Meals:**
- Guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture in relation to all school nutrition programs including the School Breakfast Program, National School Lunch Program, and the After School Snack Program.

Classroom Foods:

- Foods offered in the classroom should reinforce the nutrition education goals above (e.g., fresh fruits, whole grain cookies, frozen low-fat yogurt, 100% fruit juice, etc., in place of candy or pop.)
- Celebrations involving food will be scheduled after lunch. Parents are encouraged to provide a single serving per student.

Fund Raising:

- Fund raisers offering candy as the sole product are not allowed. If food items are sold, items that reinforce the nutrition education goals above are encouraged. Other methods of selling such as order-taking and delivery after the school day are encouraged.
- Incentives for reaching sales goals will be non-food items or will meet the nutrition education goals above.
- Concessions at district events outside of the school day are exempt from this policy. It is desirable for the concession stands to offer and market some healthy alternatives.

Foods sold outside of meals on a routine basis:

- A snack bar or vending option will only be available to the 9th grade students and higher.
- Beverages with the exception of water are limited to a maximum of 12 ounces per container.
- The product mix within all vending machines throughout district buildings (including non-student machines) should encourage consumption of water and 100% juices. Diet or regular sodas should be limited to the lowest percentage of the mix possible but not more than 30% of the items offered. In locations where machines are clustered, the percentage can be based on the total content. For isolated machines the percentage applies on a per machine basis. It is the goal of the district to work toward a soda-free environment during the school day. Covers on vending machines will promote healthful behaviors and not predominately promote low nutrition foods/beverages.

Monitoring:

- The Wellness policy will be provided to all district staff at the beginning of the 2006-2007 school year and as a part of orientation materials for new employees thereafter.
- In each school building, the principal will ensure compliance with those policies in the building.
- The Food Service Director will ensure compliance with nutrition policies within food service areas district-wide.
- The Wellness Policy will be reviewed and updated by the Wellness Committee comprised of parents, P.E. Teachers, School Nurse, Students, Foodservice Director, District Administrator, one Elementary Principal, one Secondary Principal, and the Communications Director.

Public Notification:

- Will inform and update the Public (including parents, students, and others in the community) about the content of the Local Wellness Policy through the standard procedures of the Communications Director.

Adopted: June 19, 2006 Legal Reference: (Code of Iowa)
Reviewed: November 19, 2012 42 U.S.C. 1751-SEC.204.LOCAL WELLNESS POLICY
Amended: March 23, 2009
 November 12, 2012

RESUME

APRIL 2012

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EDUCATION

Advanced Studies Certificate PK—12 Principalship and Special Education Director,
University of Northern Iowa, Cedar Falls, Iowa, May 2012

Master of Arts in Education, Viterbo University, LaCrosse, Wisconsin, July 2002

Bachelor of Arts, Elementary Education/K—8 Social Studies, University of Northern
Iowa, Cedar Falls, Iowa, July 1993

EDUCATION WORK EXPERIENCE

- 2008—Present Director of Equity and Learning Supports and Project Director for
the Safe Schools/Healthy Students Initiative; Marshalltown
Community School District, Marshalltown, Iowa
- 2007—Present District Trainer for Life Skills Training curriculum
- 2005—2008 Middle School/Intermediate Teacher, Grades 5 and 6 (Language
Arts, Mathematics, and Science) at Miller Middle School and
Lenihan Intermediate School in the Marshalltown Community
School District, Marshalltown, Iowa.
- 2002—2005 Director of the Marshalltown All STARS Before and Afterschool
Program in the Marshalltown Community School District in
Marshalltown, Iowa. Directed comprehensive K—8 learning
program as the recipient of 21st Century Community Learning
Centers grants (elementary and middle schools).
- 1999—2008 Marshalltown Education Association Negotiations Committee/
Chief Negotiator
- 1998—1999 President --Marshalltown Education Association

1993—2002 5th Grade Teacher (Language Arts, Mathematics, and Science) at Rogers Elementary School in the Marshalltown Community School District, Marshalltown, Iowa.

**PROFESSIONAL DEVELOPMENT ACTIVITIES/
PROFESSIONAL MEMBERSHIPS**

National Education Association
Iowa State Education Association
Marshalltown Education Association
National Council for the Teaching of Mathematics

RELATED ACTIVITIES/COMMUNITY INVOLVEMENT

President, Heart of Iowa Big Brothers/Big Sisters
President, Marshalltown Sister Cities Association
Coordinator of Marshalltown Sister Cities Middle School Exchanges to Japan
President, 4H Youth Development Committee, ISU Extension
Community Y—Steering Committee for Community Healthy Living Index
Community Y—Partner With Youth Campaign, Division Manager and Team Captain
Iowa Valley Leadership Class –2003
Iowa Valley Leadership Steering Committee
Contemporary School Leadership—2004
1st Presbyterian Church—Elder and Sunday School Workshop Rotation Model Coordinator
RAGBRAI 2004—Volunteer Recruitment Co-Coordinator
Quakerdale Promise Home Board Member
Marshalltown Coalition For Youth board member
Bicycle Rodeo Coordinator for Marshalltown Elementary Schools
Vision 2011 –Sidewalk and Bicycle Coalition
Volunteer/Overnight Monitor at the House of Compassion
Volunteer Big—Big Brothers/Big Sisters

Initial Process Measures

Goal 1: Policy and Environmental Changes													
Objective 1A —Ensure all buildings implement and meet the requirements of the district wellness policy.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Measures gathered by</i>
Complete adjusted work plan which details coordination	•							•					Project Director
Complete School Health Index								•					Building Teams
Review of district web site and publications						•						•	Building Teams
Objective 1B —Connect, engage and sustain parent involvement in school health and wellness.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Measures gathered by</i>
Attendance logs and minutes for all Wellness meetings	•		•	•				•				•	Project Director
Objective 1C —Professional development (PD) on health and wellness for district administrators and board members.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Measures gathered by</i>
Attendance logs for professional development activities			•	•	•				•			•	Prof. Devpmt. Providers
Goal 2: Health Education													
Objective 2A —Review, update, and implement a coordinated K-12 health education curriculum using HECAT.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Measures gathered by</i>
HECAT Summary Form				•									Project Director
Accuracy Analysis & Acceptability Analysis					•								HECAT Subcommittee
Feasibility Analysis & Affordability Analysis						•							
Objective 2B —Building action teams staff engage family and community members in data-driven efforts to support improvements in student health and wellness.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Measures gathered by</i>
School-Home links developed for all grade levels									•	•	•		Bldg Team Facilitators
Attendance logs for all family health nights						•	•	•				•	Bldg Team Facilitators
Objective 2C —Annual professional development (PD) for all K-12 teachers who teach health.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Measures gathered by</i>
Attendance logs for professional development activities			•	•	•	•	•	•	•	•	•	•	Prof. Devpmt. Providers
Goal 3: Physical Education													
Objective 3A —Review, update, and implement a coordinated K-12 PE curriculum using PECAT.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Measures gathered by</i>
PECAT Summary Form						•							Project Director
Accuracy Analysis & Acceptability Analysis							•						PECAT Subcommittee
Feasibility Analysis & Affordability Analysis								•					
Objective 3B —Building action teams staff engage family and community members in data-driven efforts to support improvements in student fitness.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Measures gathered by</i>
School-Home links developed for all grade levels									•	•	•		Bldg Team Facilitators
Attendance logs for all family health nights						•	•	•				•	Bldg Team Facilitators
Attendance logs for supplemental fitness activities				•	•	•	•	•	•	•	•	•	YMCA-YWCA
Objective 3C —Annual professional development (PD) for all K-12 teachers who teach PE	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Measures gathered by</i>
Attendance logs for professional development activities			•	•	•	•	•	•	•	•	•	•	Prof. Devpmt. Providers

Goal 4: Nutrition													
Objective 4A —Integrate nutrition into health and other content areas K-12.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Measures gathered by</i>
HECAT Summary Form (Nutrition Module)				•									Project Director
Accuracy & Acceptability Analyses (Nutrition Module)					•								HECAT Subcommittee
Feasibility & Affordability Analyses (Nutrition Module)						•							
Objective 4B —Building action teams staff engage family and community members in data-driven efforts to support improvements in student nutrition.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Measures gathered by</i>
School-Home links developed for all grade levels									•	•	•		Bldg Team Facilitators
Attendance logs for all family health nights						•	•	•				•	Bldg Team Facilitators
Objective 4C —The District Wellness Committee and Building Teams improve the nutritional quality of the foods that are served and sold in each building (including all extra-curricular activities).	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Measures gathered by</i>
Attendance logs for professional development activities			•	•	•	•	•	•	•	•	•	•	Prof. Dev. Providers
Report of findings from review of current food offerings										•			Project Director

Outcome Evaluation Measures

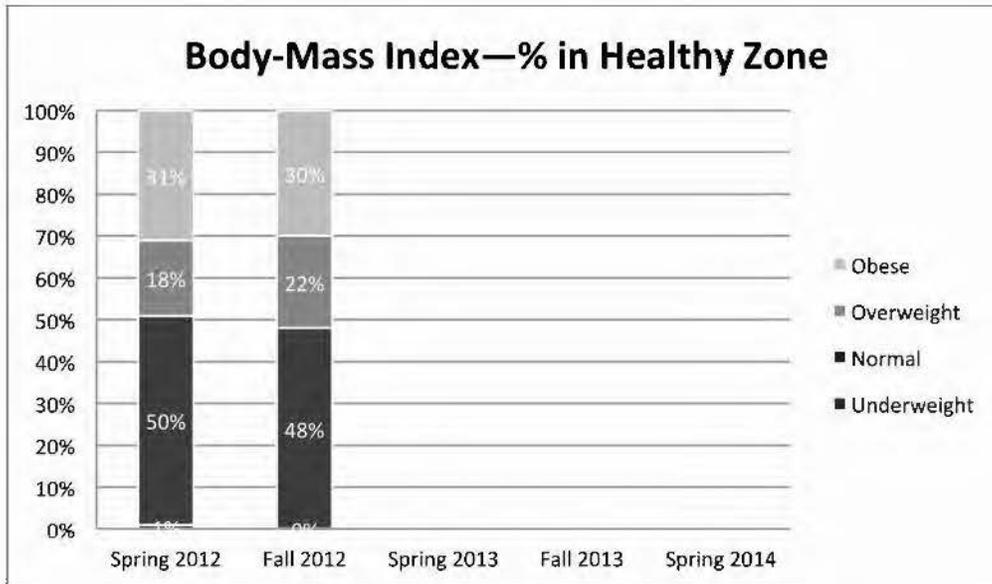
Goal 1: Policy and Environmental Changes													
Objective 1A —Ensure all buildings implement and meet the requirements of the district wellness policy.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Tool</i>
Board approval of all policies									•				Review of Board docs
Increased resource allocations PE/Health									•				Review of Board docs
Increase # of students taking PE each year									•				Student database
Objective 1B —Connect, engage and sustain parent involvement in school health and wellness.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Tool</i>
Board approval of all policies									•				Review of Annual Budget
The % of parents and community members who report they are fully involved in the district Wellness Committee									•				Annual Parent Survey
An increase in the number of school-community partnerships in health and fitness									•				Parent reports
Objective 1C —Professional development (PD) on health and wellness for district administrators and board members.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Tool</i>
The % of administrative staff and board members who report increased understanding of health, fitness, and nutrition concepts							•						Online survey of staff
Goal 2: Health Education													
Objective 2A —Review, update, and implement a coordinated K-12 health education curriculum using HECAT.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Tool</i>
Increase in student scores on health assessments									•				Student database
Objective 2B —Building action teams staff engage family and community members in data-driven efforts to support improvements in student health and wellness.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Tool</i>
The % of parents with increased understanding of how to address health education at home							•						Online survey of parents
The % of parents who report increased health related activities at home							•						Online survey of parents
Objective 2C —Annual professional development (PD) for all K-12 teachers who teach health.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Tool</i>
% of health teachers with increased understanding of health concepts and how to teach them		•						•					Baseline in fall, follow up survey in Spring
Increase in % of health teachers who describe changes they have made to their practice as a result of the PD								•					Online survey of staff each spring

Goal 3: Physical Education													
Objective 3A —Review, update, and implement a coordinated K-12 PE curriculum using PECAT.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Tool
The % of students who engage in 60 minutes of daily physical activity will increase		•			•			•					Pedometers & 3DPAR 3 times in Yr 1
The % of students who achieve healthy fitness zone in 5 of 6 areas will increase		•			•			•					FitnessGram 3 times in Year 1
Objective 3B —Building action teams staff engage family and community members in data-driven efforts to support improvements in student fitness.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Tool
The % of parents with increased understanding of how to address fitness at home								•					Online survey of parents
The % of parents who report increased fitness activities at home								•					Online survey of parents
Objective 3C —Annual professional development (PD) for all K-12 teachers who teach PE	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Tool
% of PE teachers with increased understanding of fitness concepts and how to teach them								•					Online survey of staff
Increase in % of PE teachers who describe changes they have made to their practice								•					Online survey of staff
The % of students who increase their understanding of health/nutrition concepts		•						•					Concept Questionnaire
Increase % of students with individualized fitness plans								•					Student records
Goal 4: Nutrition													
Objective 4A —Integrate nutrition into health and other content areas K-12.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Tool
Increase in students who report consuming 5 fruits and vegetable daily		•			•			•					Survey of students using YRBS Questions
Objective 4B —Building action teams staff engage family and community members in data-driven efforts to support improvements in student nutrition.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Tool
Increase in students who report consuming 5 fruits and vegetable daily		•			•			•					Survey of students using YRBS Questions
The % of parents who report understanding of how to address nutrition at home increases								•					Online survey of parents
The % of parents who report improved nutrition at home will increase								•					Online survey of parents
Objective 4C —The District Wellness Committee and Building Teams improve the nutritional quality of the foods that are served and sold in each building (including all extra-curricular activities).	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Tool
The % of students who describe the meal choices and vending as appealing will increase			•					•					Online survey of students-pre-post
The % of non-nutritious food sold for fund raising will decrease		•	•	•	•	•	•	•					Bldg Tm Observation/logs
The % of health teachers and food service staff who report increased understanding of nutrition concepts and how to promote these in students will increase								•					Online survey of staff

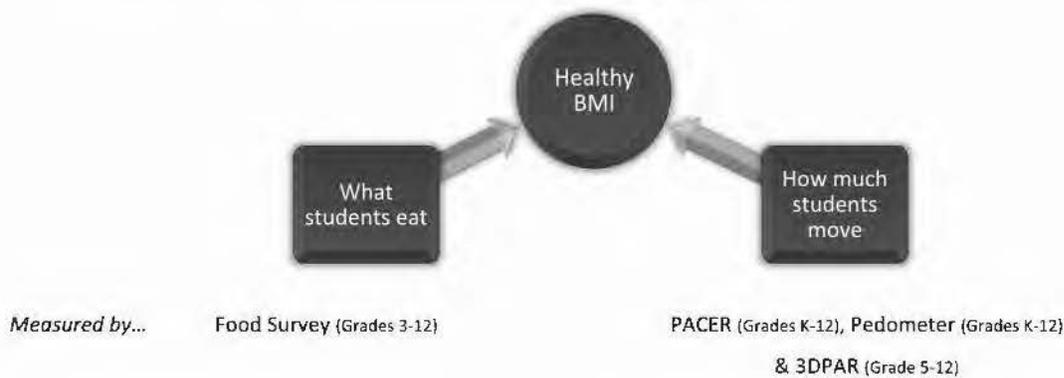
Sample **Data Document**—developed for another district. A similar document will be developed for this project

Sample of how we will share Student Fitness & Nutrition Data

The purpose of the PEP project is to increase the % of students who are in the Healthy Weight category for BMI. Body Mass Index (BMI) is a number calculated from a student’s weight and height and provides a reliable indicator of body fatness for most people. BMI is used to screen for weight categories that may lead to health problems.



The graphic here illustrates that BMI can be affected by what students eat and how much moderate to vigorous exercise they get. At the bottom of the graphic you will see how we collect data on these areas. Everything happening in the PE project should be designed to ultimately impact the number of students with a healthy BMI.



Students are assessed 3 times during the school year year to determine: (1) if they eat enough fruits and vegetables; (2) their level of fitness; and (3) if they get enough moderate to vigorous activity during the testing period.

Sample **Data Document**—developed for another district. A similar document will be developed for this project

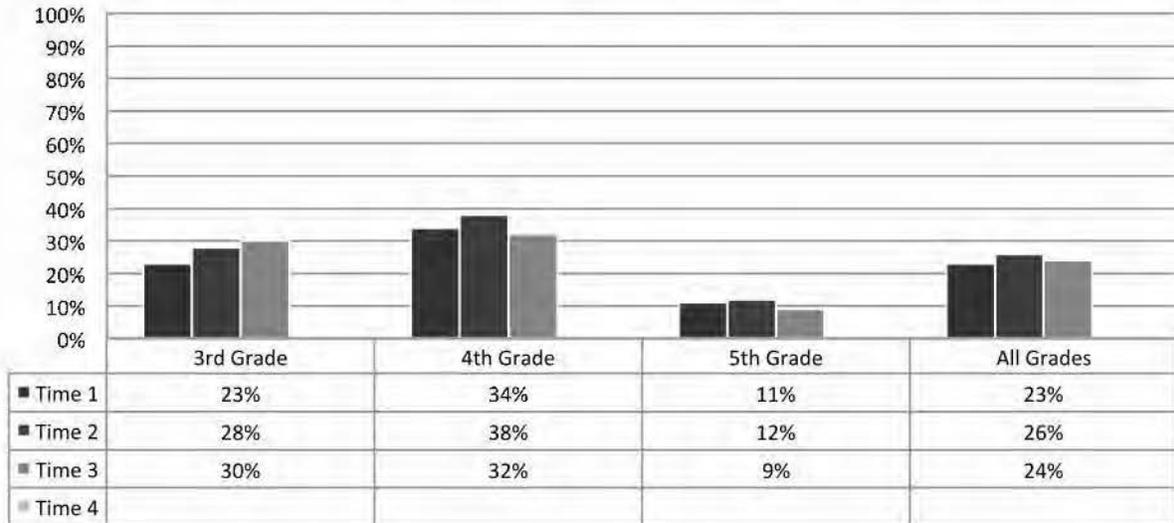
Sample School

Student Fitness & Nutrition Data

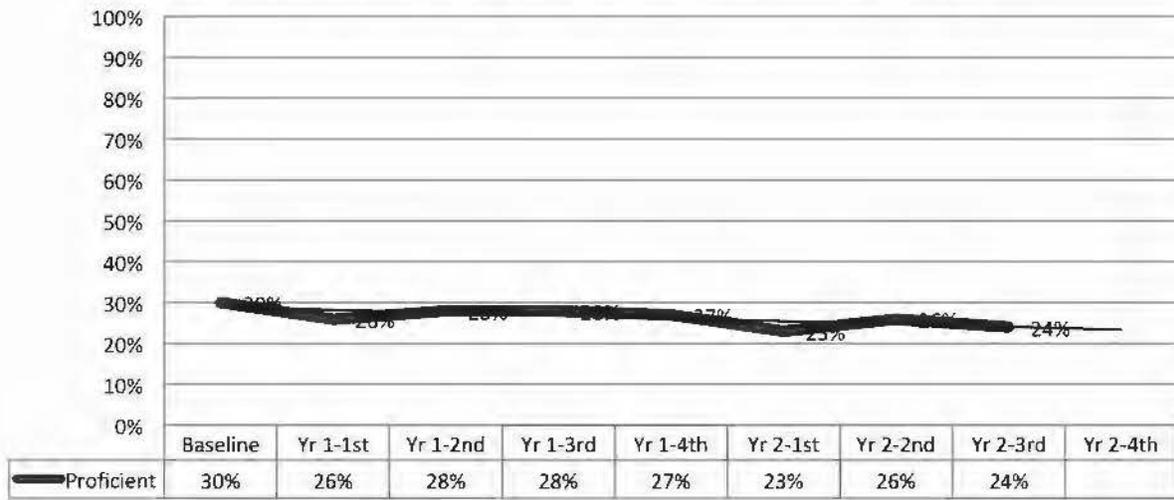
Fruit-Vegetable Survey

Students in grades 3-5 complete a 5-question survey during 4 separate data collection periods. The chart here illustrates the % of students who eat a sufficient number of fruits and vegetables each day.

% of Students Who Eat Enough Fruits & Vegetables—Year 2



% of Students Who Eat Enough Fruits & Vegetables (since project began)



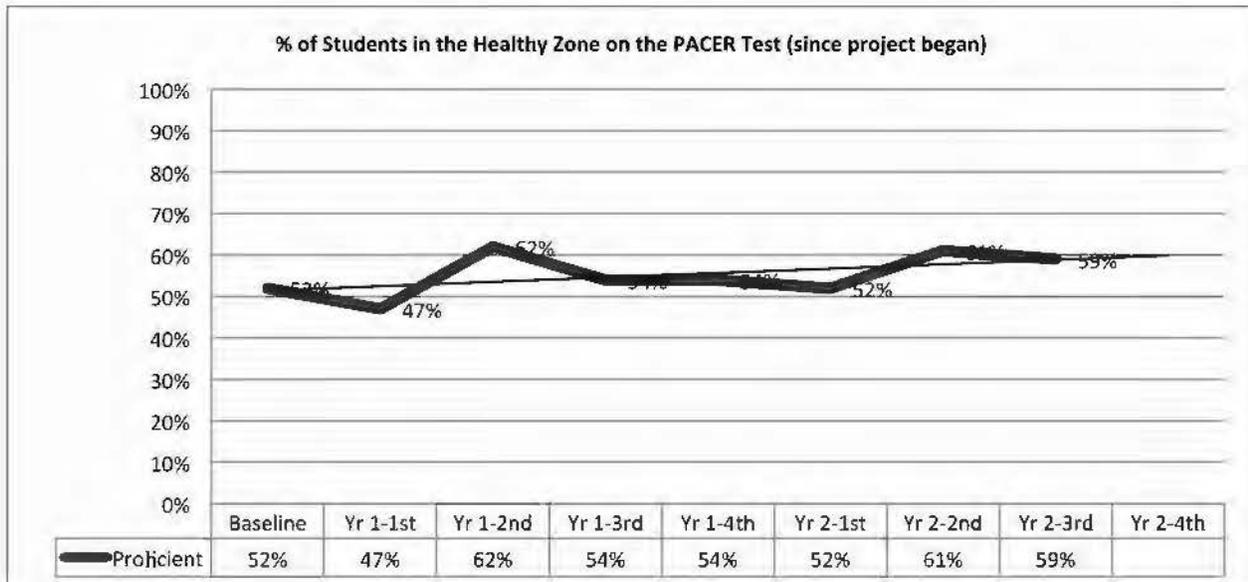
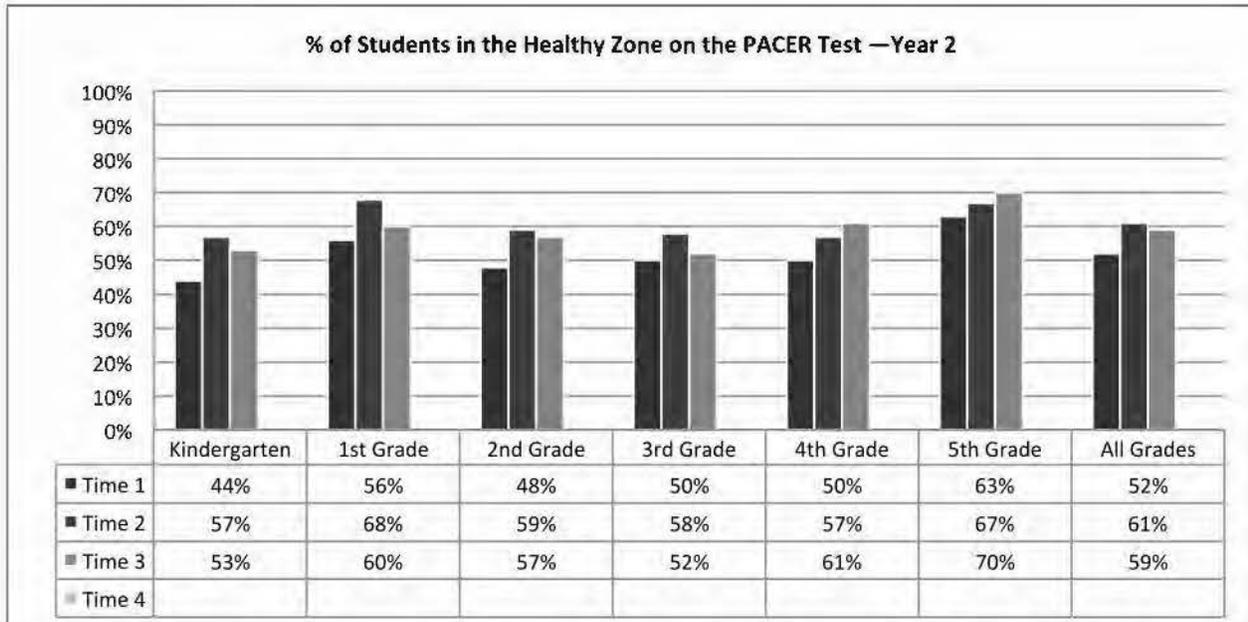
Sample **Data Document** — developed for another district. A similar document will be developed for this project

Sample School

Student Fitness & Nutrition Data

Cardio Endurance

Cardio endurance is measured by the **PACER** (Progressive Aerobic Cardiovascular Endurance Run). Set to music, students complete a paced, 15-meter shuttle run which increases in intensity as time progresses. Students complete as many 15-meter segments within the allotted time frame as possible. The chart here illustrates the % of students in the healthy zone for cardio endurance.



Sample **Data Document** — developed for another district. A similar document will be developed for this project

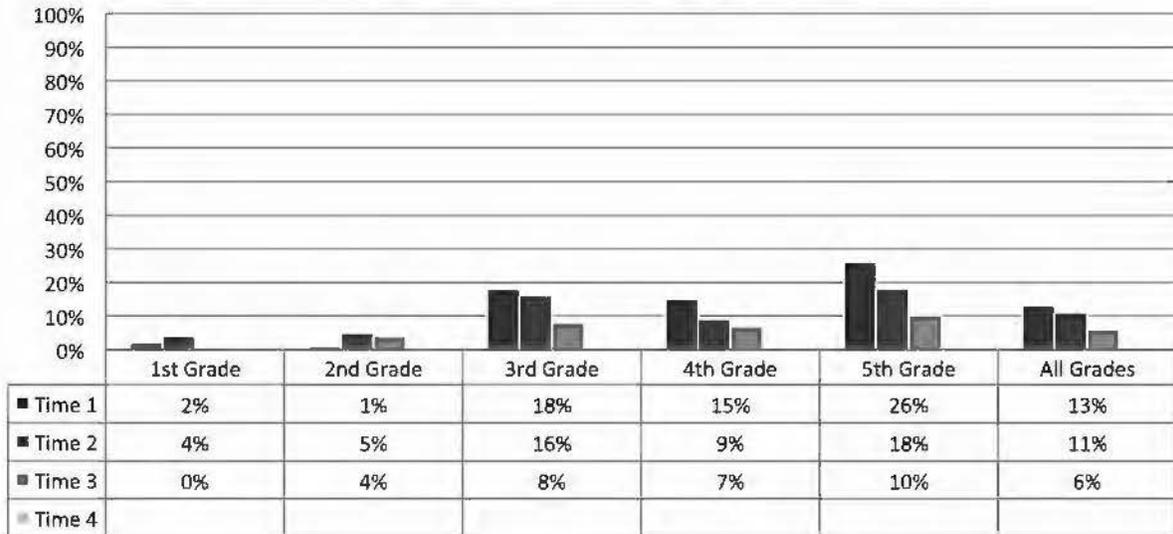
Sample School

Student Fitness & Nutrition Data

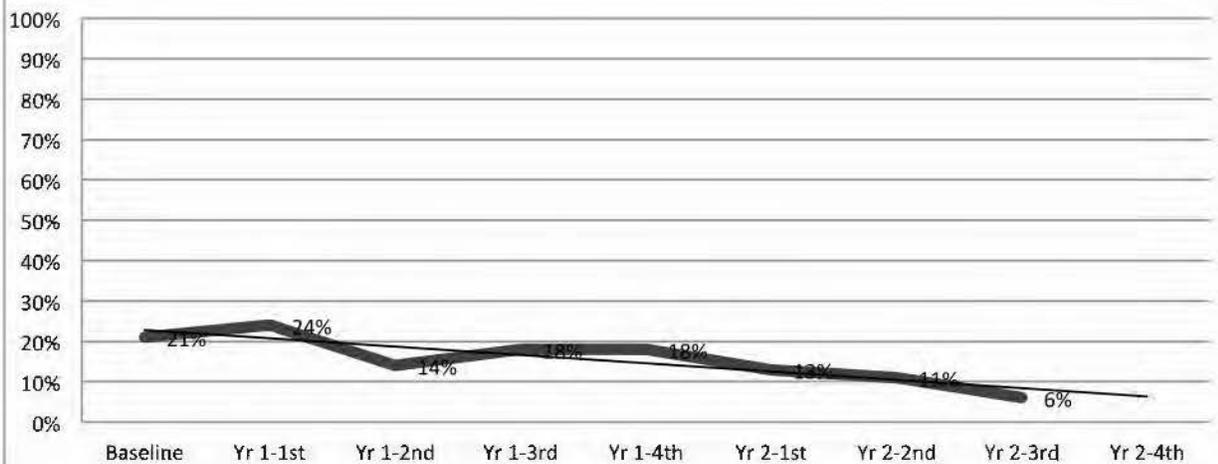
Moderate-to-Vigorous Activity

According to the Centers for Disease Control in Atlanta (GA), students should engage in at least 60 minutes of moderate to vigorous activity each day. During the 4 assessment periods during the year, students in grades 1-5 wear a pedometer. In addition, students in Grade 5 also complete a 3-day physical activity recall log. Data from these 2 tools are used to determine if a student is getting enough moderate to vigorous activity.

% of Students with 60 minutes of Moderate-to-Vigorous Activity —Year 2



% of Students with 60 minutes of Moderate-to-Vigorous Activity (since project began)

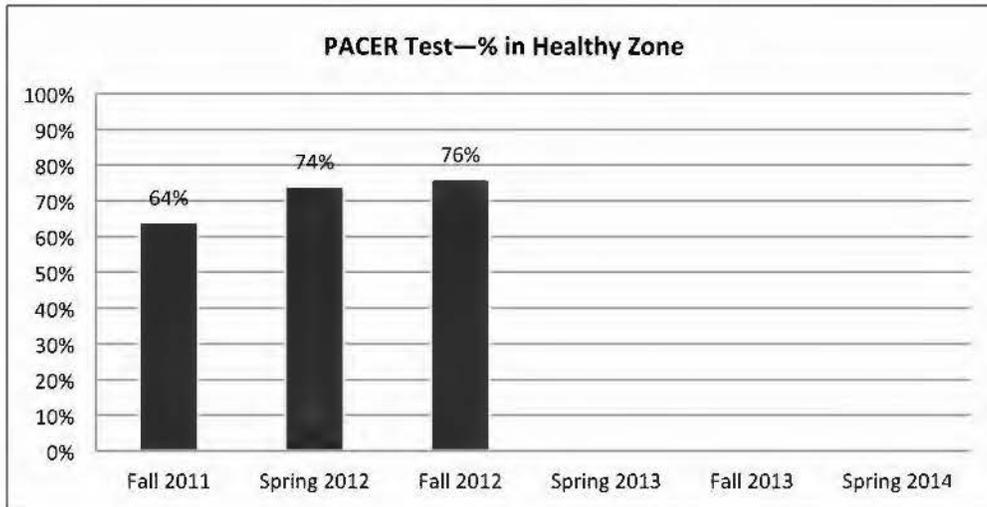


Sample **Data Document**—developed for another district. A similar document will be developed for this project

Fitness Testing

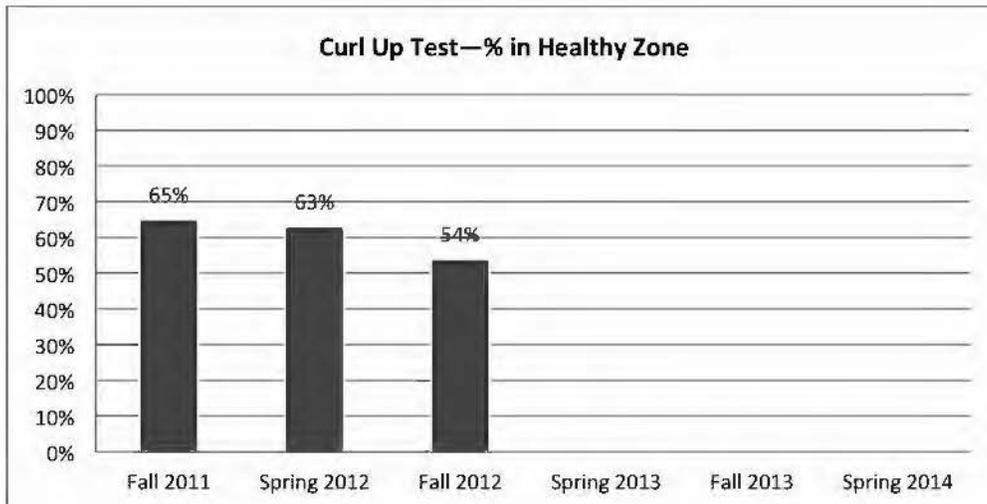
Cardio Endurance

Cardio endurance is measured by the **PACER** (Progressive Aerobic Cardiovascular Endurance Run). Set to music, students complete a paced, 15-meter shuttle run which increases in intensity as time progresses. Students complete as many 15-meter segments within the allotted time frame as possible.



Abdominal Strength

The **Curl-up** test measures abdominal strength and endurance. Students lie down with knees bent and feet unanchored. Set to a specified pace, students complete as many repetitions as possible to a maximum of 75.



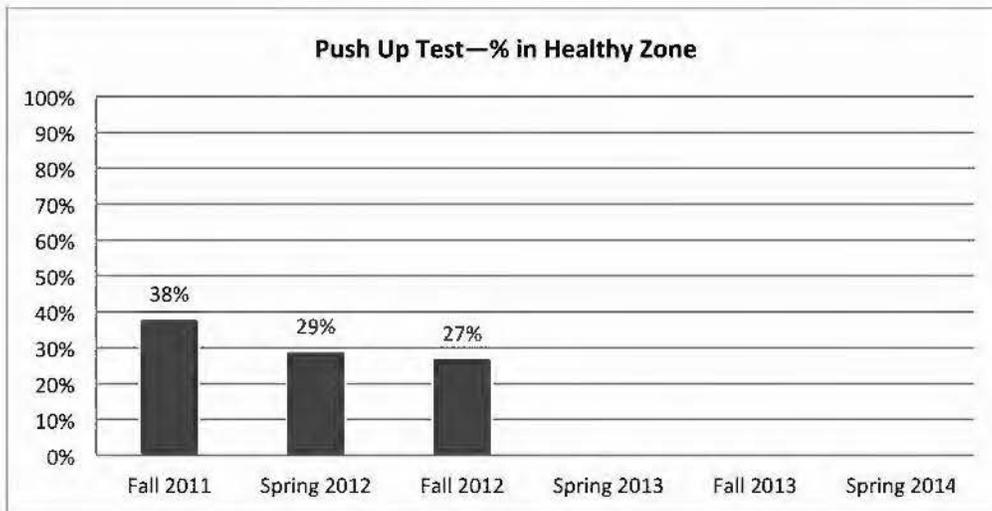
Sample **Data Document**—developed for another district. A similar document will be developed for this project

Sample School

Student Fitness & Nutrition Data

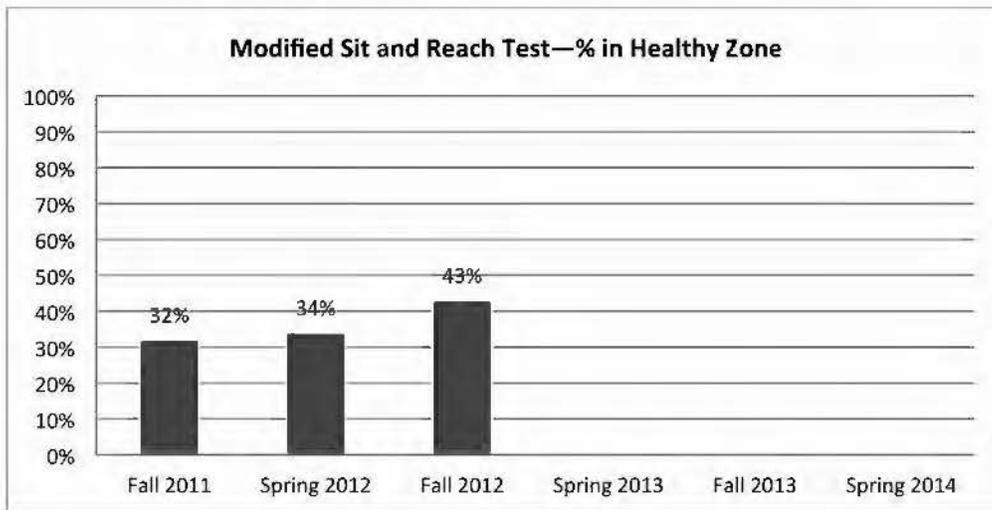
Upper Body Strength

Upper Body Strength is measured by **push-ups**. For the push up assessment, students lower their body to a 90-degree elbow angle and push up. Set to a specified pace, students complete as many repetitions as possible.



Flexibility

Flexibility is measured through the **Back-Saver Sit and Reach** assessment. Testing one leg at a time, students sit with one knee bent and one leg straight against a box and reach forward. There is a measuring tape on the box that indicates how far the student is able to reach.



Sample **Data Document** — developed for another district. A similar document will be developed for this project

Sample School		Student Fitness & Nutrition Data			
Year 2 Time 1					
BMI Grade	1-Underweight	2-Normal BMI	3-Overweight	4-Obese	Grand Total
Kindergarten	1	51	22	22	96
1st Grade	0	55	20	34	109
2nd Grade	0	50	19	37	106
3rd Grade	0	43	21	32	96
4th Grade	1	44	21	28	94
5th Grade	0	46	23	27	96
Grand Total	2	289	126	180	597
BMI Grade	1-Underweight	2-Normal BMI	3-Overweight	4-Obese	
Kindergarten	0%	50%	18%	31%	
1st Grade	0%	47%	18%	35%	
2nd Grade	0%	45%	22%	33%	
3rd Grade	1%	47%	22%	30%	
4th Grade	0%	48%	24%	28%	
5th Grade	0%	48%	21%	30%	
Grand Total	0%	50%	18%	31%	
Fruit/Veg Survey	No	Yes	Total	No	Yes
3rd Grade	73	22	95	77%	23%
4th Grade	61	32	93	66%	34%
5th Grade	83	10	93	89%	11%
Grand Total	217	64	281	77%	23%
PACER Grade	No	Yes	Grand Total	No	Yes
Kindergarten	51	40	91	56%	44%
1st Grade	46	59	105	44%	56%
2nd Grade	53	48	101	52%	48%
3rd Grade	47	47	94	50%	50%
4th Grade	46	46	92	50%	50%
5th Grade	35	59	94	37%	63%
Grand Total	278	299	577	48%	52%
Pedometer	No	Yes	Grand Total	No	Yes
1st Grade	63	1	64	98%	2%
2nd Grade	82	1	83	99%	1%
3rd Grade	73	16	89	82%	18%
4th Grade	69	12	81	85%	15%
5th Grade	71	25	96	74%	26%
Grand Total	358	55	413	87%	13%

Food Survey for Grades 3 & 4

PEP Grant



Grades 3 & 4 Survey

Student Name: _____ Date: _____

School: _____ Teacher/Room Number: _____

Fill in the blank with the answer that best describes how much of each food you ate yesterday.

- _____ 1. Yesterday, did you eat fruit? Fruits are all fresh, frozen, canned, or dried fruits. Do not count **fruit juice**.
 - A. No, I didn't eat any fruit yesterday.
 - B. Yes, I ate fruit **1 time** yesterday.
 - C. Yes, I ate fruit **2 times** yesterday.
 - D. Yes, I ate fruit **3 times** yesterday.
 - E. Yes, I ate fruit **4 times** yesterday.
 - F. Yes, I ate fruit **5 or more times** yesterday.

- _____ 2. Yesterday, did you eat any starchy vegetables like potatoes, corn, or peas? Do not count **French fries or chips**.
 - A. No, I didn't eat any of the foods listed above yesterday.
 - B. Yes, I ate one of these foods **1 time** yesterday.
 - C. Yes, I ate one of these foods **2 times** yesterday.
 - D. Yes, I ate one of these foods **3 or more times** yesterday.

- _____ 3. Yesterday, did you eat any **orange vegetables** like carrots, squash, or sweet potatoes?
 - A. No, I didn't eat any orange vegetables yesterday.
 - B. Yes, I ate orange vegetables **1 time** yesterday.
 - C. Yes, I ate orange vegetables **2 times** yesterday.
 - D. Yes, I ate orange vegetables **3 times** yesterday.
 - E. Yes, I ate orange vegetables **4 times** yesterday.
 - F. Yes, I ate orange vegetables **5 or more times** yesterday.

- _____ 4. Yesterday, did you eat a **salad made with lettuce, or any green vegetables** like spinach, green beans, broccoli, or other greens?
 - A. No, I didn't eat any salad or green vegetables yesterday.
 - B. Yes, I ate salad or green vegetables **1 time** yesterday.
 - C. Yes, I ate salad or green vegetables **2 times** yesterday.
 - D. Yes, I ate salad or green vegetables **3 times** yesterday.
 - E. Yes, I ate salad or green vegetables **4 times** yesterday.
 - F. Yes, I ate salad or green vegetables **5 or more times** yesterday.

- _____ 5. Yesterday, did you eat **any other vegetables** like peppers, tomatoes, zucchini, asparagus, cabbage, cauliflower, cucumbers, mushrooms, eggplant, celery, or artichokes?
 - A. No, I didn't eat any of the foods listed above yesterday.
 - B. Yes, I ate one of these foods **1 time** yesterday.
 - C. Yes, I ate one of these foods **2 times** yesterday.
 - D. Yes, I ate one of these foods **3 times** yesterday.
 - E. Yes, I ate one of these foods **4 times** yesterday.
 - F. Yes, I ate one of these foods **5 or more times** yesterday.

PEP Grant **Food Survey** for Grades 5-12



Grade 5-12 Survey

Student Name: _____ **Date:** _____

School: _____ **Teacher/Room Number:** _____

Fill in the blank with the answer that best describes how much of each food you ate during the past 7 days.

- _____ 1. During the past 7 days, how many times did you eat **fruit**? (Do **not** count fruit juice.)
 - A. I did not eat fruit during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day

- _____ 2. During the past 7 days, how many times did you eat **green salad**?
 - A. I did not eat green salad during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day

- _____ 3. During the past 7 days, how many times did you eat **potatoes**? (Do **not** count french fries, fried potatoes, or potato chips.)
 - A. I did not eat potatoes during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day

- _____ 4. During the past 7 days, how many times did you eat **carrots**?
 - A. I did not eat carrots during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day

- _____ 5. During the past 7 days, how many times did you eat **other vegetables**? (Do **not** count green salad, potatoes, or carrots.)
 - A. I did not eat other vegetables during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day

PEP Grant

Agenda 1—Team Formation



Why a building team?

Shared leadership for improving student health and fitness resides in many places in a school community—in the roles of the administrators, teacher instructional teams, parents, parent-teacher organizations, student councils, committees and community groups. Building a strong school community to support increased health and fitness requires focused and consistent attention, and your building team will be the structure for this action. The building team will include the principal, a team

facilitator (staff person assigned that role), the PE and health teachers, another general education teacher, parents, students, and community partners. The building team will meet 1-2 times each month for one hour. During these meetings team members will use prepared agendas to guide team planning. In addition to these “business meetings,” the building teams will occasionally meet for larger blocks of time to carry out their work (e.g. fitness/ health/nutrition nights). Your team is the central steering

group for your building’s school community, making plans that require the input and participation of many other people. For this reason, the building team must maintain regular communication and coordination with other decision-making groups, such as the school board, district leadership team, and parent-teacher organizations. Through a series of “constant conversations,” the issues of student health and nutrition will be kept alive so that positive changes can occur.

Who is on the team?

The building team includes:

- the principal
- a team facilitator (school staff /community member person assigned that role)
- a PE teacher
- a general education teacher with an interest in health education
- at least 1 other general education teacher
- 3-5 parents
- 2-3 community partners

Select a Team Facilitator

The team Facilitator coordinates the work of your building team and leads the implementation of your team’s plans. This person also ensures the team has a place to meet each month, tracks attendance, chairs the team meetings, keeps team notes online, organizes and shares team documents, and prepares all necessary material PRIOR to each team meeting. Typically this position is filled by a school staff member. For the Facilitator to be successful, s/he will need visible support of the building principal and strong facilitation, communication, and organizational skills.

School Name: _____

Name of the team Facilitator _____

Role at the school _____

Select School Staff For Participation

When forming the building team, you will need an equal number of school staff and parents/ community members. As you consider which school staff you want to join your team, start with your PE teacher, your health teacher (this may be the same person as the PE teacher), and your principal. Make sure you include teachers from different grade levels or curricular areas as well as support staff (e.g., secretary, custodian, cafeteria worker). The staff members who participate on the team will need to attend team meetings regularly and be willing to work on behalf of the larger school community. While there are 6 slots listed here for staff participants, a typical team will like only have 3-5 school representatives. Ideally, the staff you choose will be seen as leaders by their peers.

Staff Member #1 _____	Role at the school _____	PE Teacher _____
Staff Member #2 _____	Role at the school _____	Health Teacher _____
Staff Member #3 _____	Role at the school _____	Building Administrator _____
Staff Member #4 _____	Role at the school _____	_____
Staff Member #5 _____	Role at the school _____	_____
Staff Member #6 _____	Role at the school _____	_____

Select Parents, Students, and Community Partners for Participation

Enthusiastically recruit parents and community members! As you invite participation, remember that the parent and community members of your team should not be employees of the school or district in any capacity. When a team member works in the school in any role, they have access to information that other parents and community members may not have. They are put in the difficult situation of trying to wear “two hats” at once. Hopefully the parents on your team will represent all grade levels. As you consider potential community members, think of people whose work is in the area of health, fitness, and nutrition.

Parent #1 _____	Their child is in grade: _____
Parent #2 _____	Their child is in grade: _____
Parent #3 _____	Their child is in grade: _____
Parent #4 _____	Their child is in grade: _____
Community Member #1 _____	Their “fitness” role is: _____
Community Member #2 _____	Their “fitness” role is: _____

Are you ready to begin your team meetings?

Date of first meeting: _____

Time of first meeting: _____

Location of first meeting: _____

This agenda has been reviewed with your external partner and you both agree that your recruitment efforts are complete.

Date completed: _____

PEP Grant

Agenda 2—Working as a Team



Objective

The objective of this agenda is to establish our school Action Team by determining our group's expectations and processes for working together in partnership.

Materials Needed

1. Copies of agenda
2. Copies of this agenda
3. Copies of the PEP Brochure
4. Note Cards (one for each team member)

Agenda

1. Overview of the PEP Project
2. Connections—Getting to Know One Another
3. Roles of Participants on the Action Team
4. Working Together as a Team (Operating Principles)
5. Team Logistics
6. Meeting Logistics
7. Tasks Before Next Meeting—Action Team, Facilitator, Principal
8. Set next meeting date(s)
9. Close the meeting
10. Send out the minutes

Next meeting?

Date of next meeting:

Time of next meeting:

Location of next meeting:

This agenda has been reviewed with your external partner and you both agree that your recruitment efforts are complete.

Date completed:

PEP Grant

Agenda 2—Working as a Team



How will our students be better off?

By the end of this project, an increasing % of students will be in the healthy zone for...

- ✓ Body-Mass Index (height to weight ratio);
- ✓ Cardio Endurance;
- ✓ Upper Body Strength;
- ✓ Abdominal Strength; and
- ✓ Flexibility.

What will we do to get there?

This is a 3-year project that will be implemented during the 2012-13, 2013-14, and 2014-15 school years. Funding is from the US Department of Education. All project activities will be guided by our team of parents, community members, and educators that meets at least 1x each month. Together as a team we will....

- Review baseline fitness data and student survey data each year;
- Set targets for student improvement related to fitness and nutrition;
- Review and update the district’s wellness policy;
- Implement building-specific efforts to follow all wellness policy guidelines;
- Review the health and physical education curricula;
- Plan and implement additional ways to get kids moving during and outside the school day; and
- Find ways to help parents support increased fitness and improved nutrition at home.

Student progress will be documented through fall and spring fitness testing. In addition, students will provide data 1x each quarter by wearing a pedometer, completing a nutrition survey, maintaining a physical activity log, and participating in a timed shuttle run.

Who is on the team?

The building team usually includes:

- ✓ our principal
- ✓ a team facilitator (school staff /community member person assigned that role)
- ✓ a PE teacher
- ✓ a general education teacher with an interest in health education
- ✓ at least 1 other general education teacher
- ✓ 3-5 parents
- ✓ 2-3 community partners

Getting to know each other

Our Action Team will work together on behalf of the school community on projects to enhance the sense of partnership between school and home in order to help all children become healthier. Let’s get started by getting to know one another better:

- Pass out note cards to all team members (page 7)
 - ✓ Fill out information requested on the note card
 - ✓ Put a star next to the communication method that you prefer the team facilitator use when sending meeting reminders and other team information
 - ✓ Individual Interviews and Introductions
- Get together with another team member, preferably pair a family representative with a school staff representative
- Introduce yourselves and share the following information:
 - ✓ **Your position at the school or in the community or the age of your children at the school**
 - ✓ **What made serving on this team interesting to you?**
 - ✓ **Something about you – a hobby, something interesting or a fun fact**
- Get back together with the large group and have **each partner introduce the other person** to the team using what they just learned about the other person.

Roles of the team participants

Each member of the team is equally included in discussions, decision-making, representing the team, carrying out the work of the team, and sharing in successes. Below are a few additional details about the roles of the team members.

Principal’s Role

- Ensures the alignment of the work of the team and the school’s improvement goals related to health and fitness.
- Helps support family and staff team members’ success on the team by providing training on topics that may be unfamiliar to families and/or staff - including such things as educational jargon, acronyms, structure of other school teams, and key school and district concerns or issues.
- Communicates information about the team’s work with building staff and community stakeholders; and works with the Facilitator to get feedback from these groups back to the team when developing documents or activities for the school community.
- Allocates time and resources to implement the activities of the team in order to enhance family engagement in ways that supports student health and fitness.
- Openly communicates the importance of parents feeling welcome in the school; honored for their contributions; and works to ensure that the whole school community encourages family engagement and educates families about how they can support their children’s health and fitness at home.

Facilitator’s Role

- Organizes team meetings and events –arranging location and preparing materials.
- Prepares ahead of time for each team meeting by becoming familiar with the agenda and other materials in order to maximize meeting time and focus on facilitating the process.
- Ensures that all team members have copies of the agendas, minutes, resources, and/or other documents necessary for all team members to participate successfully in each meeting.
- Ensures that minutes are taken at each meeting and shared with External Coach.

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Agenda 2—Working as a Team

- Sends reminders to team members about meetings, Networking Sessions or other events.
- Follows up with team members that miss a team meeting to ensure that they are aware of what happened at the meeting and give any necessary input.
- Makes sure that project information is shared with and input is gathered from the school staff and the parent organization.
- Keeps External Coach informed about the team's progress.
- Maintains a collection of all key documents created by the school team, data collected, and event materials (agendas, surveys, sign-in sheets, etc.)

Team Recording Secretary Role

(Review role and choose a Secretary to start taking minutes for this meeting)

- Keeps the minutes at each team meeting.
- Records all motions and important decisions in the minutes.
- Enters the meeting minutes on the computer and distribute to the team prior to the next meeting via email or make copies for team members to distribute at the next meeting.
- Will send copies of the minutes to other parties (school board, superintendent, faculty, parent organization leaders). The team will decide who should receive copies.
- The principal will assist the recording secretary in securing clerical assistance, photocopying, and postage as needed.

Team Process Observer Role (Optional)

- Can be rotated at each meeting – giving each team member a chance to serve in this role.
- Keeps the meetings on track – making sure to start and end on time.
- Helps guide the team through the meeting agenda.
- Ensures that everyone on the team has the opportunity to talk and share.
- Keeps the meeting moving along through the agenda.

All Team Members Roles

- Attend monthly meetings.
- Represent and communicate with the constituency that they represent.
- Support the work of the team.
- Share what they learn by participating on the team with others in the school community.
- Take turns leading the meetings.

Operating principles

Our team’s success working as community builders will depend on our ability to work together as a team and on our ability to run effective meetings in which everyone participates. We will accomplish this by developing some Operating Principles together as a team.

Take a few minutes to brainstorm what these Operating Principles should be and discuss how our meetings will be conducted. A list of a few Operating Principles is provided here to help get the conversation started. There is additional space for your team to add any additional Operating Principles that the team develops and approves. The goal is to develop Operating Principles that will ensure our success as a team and as community builders.

Sample Operating Principles for our Team

- All team members strive to attend each meeting.
- All team members feel welcomed and honored on the team.
- All team members participate in discussions and share ideas.
- All team members encourage one another and listen when others are sharing.

Our Team’s Operating Principles

Team logistics

How will we select future team members? Appointed by principal; appointed by team; or some other way? Decide as a team now.

How will our team make decisions to govern its planning and activities? Will we use a 2/3 vote, simple majority, consensus of team, or some other way? Decide as a team now.

Space for any additional topics your team would like to add.

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Agenda 2—Working as a Team

Meeting logistics

Some teams have found it convenient to choose **regular meeting days and times** each month. Remember to look at your district’s calendar to ensure that a regularly scheduled team meeting does not fall on a school vacation or teacher-work day. If there is a conflict then make alternative arrangements for that meeting.

We suggest that teams meet at least **once a month for 1 to 1.5 hours**, but no longer. Your meetings should start and end on time. If agenda work is not completed then make note in the minutes and the team can pick-up at that point at the next scheduled meeting.

Day of Week: _____ Week of Month: __1st__2nd__3rd__4th Time: _____

AT the following location _____

The facilitator will send out a meeting reminder prior to each meeting using the communication method you chose.

Tasks to be completed before the next team meeting

All team members will:

- Make sure they can attend the next meeting.
- Recruit additional team members, as necessary

Facilitator will:

- Put together a team contact information list
- Put together “Working Together” document based on work done at today’s meeting
- Make sure parent participants can be at the next meeting

Principal will:

- Make sure s/he can attend the next meeting.

Recording secretary will:

- Give the team minutes to the Facilitator.

Make sure to complete the Plus/Delta chart as a team before leaving

Next meeting?

Date of next meeting: _____

Time of next meeting: _____

Location of next meeting: _____

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Agenda 2—Working as a Team

Note cards

Action Team Information

Name: _____

Email: _____

Cell #: _____

Home #: _____

Work # (if ok to call): _____

Grade level of children: _____

Position at school/in community: _____

Put a star next to the way you prefer to be contacted with team reminders

Action Team Information

Name: _____

Email: _____

Cell #: _____

Home #: _____

Work # (if ok to call): _____

Grade level of children: _____

Position at school/in community: _____

Put a star next to the way you prefer to be contacted with team reminders

Action Team Information

Name: _____

Email: _____

Cell #: _____

Home #: _____

Work # (if ok to call): _____

Grade level of children: _____

Position at school/in community: _____

Put a star next to the way you prefer to be contacted with team reminders

Action Team Information

Name: _____

Email: _____

Cell #: _____

Home #: _____

Work # (if ok to call): _____

Grade level of children: _____

Position at school/in community: _____

Put a star next to the way you prefer to be contacted with team reminders

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Agenda 2—Working as a Team



School: _____

Agenda: _____

The Plus/Delta chart gives our team the opportunity to share what we thought was good about our meeting process this week (plus) and what we want change in order to improve our project activities (delta). **You must identify AT LEAST 1 plus AND 1 Delta!**

Plus Things done well during this meeting	Delta Ideas for improvement for our next meeting
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

Steps we will take to improve the process of our next meeting

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

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Agenda 3—Wellness Policy



Objective

The purpose of this agenda is to determine if our building is in compliance with certain components of the district’s wellness policy. Our team will review the policy requirements and create a plan for improving building compliance with the district policy. The work for this agenda will require more than 1 meeting.

Materials Needed

1. Copies of the agenda for all team members

Agenda

1. Team Building Activity
 - a. Team members each share how they promote wellness at home.
2. Review the excerpts from the District Wellness Policy (pages 2-3)
3. Individual review of policy items (pages 4-7)
4. Group review of policy items (pages 4-7)
5. Develop action plan for completing the policy review.
6. Develop action plan for improving the ratings for the policy items (page 8)
7. Set next meeting date(s)
8. Close the meeting
9. Send out the minutes

Next meeting?

Date of next meeting:

Time of next meeting:

Location of next meeting:

This agenda has been reviewed with Kathy Campbell and you both agree that your wellness plan is complete and ready to implement.

Date completed: _____

PEP Grant

Agenda 3—Wellness Policy

Team Building Activity

Each person should take a minute to think about what “wellness” means to them and how they promote wellness at home. After a short reflection time, each person should share their definition of wellness and what they do at home to ensure every member of their family achieves their definition.

Wellness Policy Review

Our district initially adopted our Wellness Policy in 2006, and reviewed and revised the policy in 2011. A requirement of the Policy is that “The local wellness policy committee will develop a plan to implement and measure the local wellness policy and monitor the effectiveness of the policy. The committee will designate an individual to monitor implementation and evaluate the implementation of the policy. The committee will report annually to the board regarding the effectiveness of this policy.” The purpose of this agenda is to begin reviewing how well our building is implementing the Wellness Policy. We will begin by reviewing our policy’s philosophy and the requirements that focus on nutrition.

During the meeting...

1. Each person on the team should independently review the items required by school policy using the checklist on pages 4-7.
2. After each person has completed his/her independent review, the team should discuss each item on the checklist to determine how well the building is following current district policy. The groups should decide which of the 3 levels is the appropriate rating—“not yet addressed,” “partially addressed,” or “fully addressed.” After a determination of “not yet addressed,” “partially addressed,” or “fully addressed” has been made, describe the evidence your school has to justify this rating. In some cases, the team may not have enough information to make a good judgment about an item. In that case, the team should mark “need more information.”
3. Use the checklist to identify which items require more information and assign one or more team members to gather that information prior to the next meeting.
4. Once your team has been able to rate all of the items, highlight all of the items your team has rated as “not yet addressed” or “partially addressed.” As a group, select 2 or 3 of these items for your team to focus on. Brainstorm what your school can do to improve the rating and create an action plan. Make sure to set timelines for implementation of the action steps and to assign team members to be responsible for each action step.
5. Implement the action plan.

Nutrition Education and Promotion

The school district will provide **nutrition education** and engage in **nutrition promotion** that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only PK through 12th grade health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences and elective subjects;
- includes enjoyable, developmentally appropriate, culturally relevant participatory activities such as contests, promotions, taste-testing, farm visits and school gardens;
- promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, healthy food preparation methods and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and physical activity;
- links with meal programs, other foods and nutrition-related community services; and,
- includes training for teachers and other staff.

Physical Activity

Daily Physical Activity—The school district will provide physical education that:

- is for all students in grades PK through 12 that meets or exceeds time requirements as set forth by state and federal policy;
- is taught by a certified physical education teacher;
- includes students with disabilities and special health-care needs;
- engages students in moderate to vigorous activity during at least 50 percent of physical education class time; and,
- includes activities that teach and encourage life-long physically active lifestyles.

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Agenda 3—Wellness Policy

Daily Recess (Elementary)—school should provide recess for students that:

- is at least 20 minutes per school day; -is preferably outdoors;
- verbally encourages moderate to vigorous physical activity and provides adequate equipment;
- discourages extended periods of inactivity (i.e. periods of two or more hours);
- provides opportunities for students with disabilities and special health care needs; and,
- encourages students to be moderately active during times when they need to avoid outdoor recess and remain indoors for long periods of time (i.e. inclement weather).

Physical Activity and Punishment—Employees may not use physical activity (e.g. running laps, pushups, etc.) or withhold opportunities for physical activity (e.g. recess, physical education) as punishment.

Note: Iowa law requires elementary students (K-5) to have 30 minutes of physical activity, not physical education, per day. This requirement can be met through a combination of PE, recess, classroom and other activities. Middle and high school students must have at least 120 minutes of physical activity per week. Again this is not just physical education but can be met with a combination of PE, school and non-school sponsored athletics and other activities where the body is exerted. Should a student wish to meet the requirement outside of school, the student and school district must have an agreement detailing the outside activity.

Other School-Based Activities that Promote Student Wellness

Integrating Physical Activity into Classroom Settings—For students to receive the nationally recommended amount of daily physical activity and for students to fully embrace regular physical activity as a life-long personal behavior, students need opportunities for physical activity beyond the physical education class. Toward that end, the school district will:

- offer classroom health education that complements physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities;
- discourage sedentary activities, such as watching television, playing computer games, etc.;
- provide opportunities for physical activity to be incorporated into other subject lessons; and,
- encourage classroom teachers to provide short physical activity breaks between lessons or classes, as appropriate.

Communication with Parents—The school district will support parents’ efforts to provide a healthy diet and daily physical activity for their children. The school district will:

- offer nutrition information via school newsletters, post nutrition tips on the school website, and provide nutrient analysis of school menus;
- encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the established nutrition standards for individual foods and beverages;
- provide parents and teachers a list of healthy snack ideas for celebrations/parties, rewards, and fundraising activities;
- provide information about community physical activity opportunities for students; and,
- support parents’ efforts to provide their children with opportunities to be physically active outside of school.

Food Marketing in Schools—School-based marketing will be consistent with nutrition education and health promotion. The school district will:

- prohibit school-based marketing of brands promoting predominantly low-nutrition foods and beverages that do not meet the nutrition standards for school meals; and,
- promote healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products.

Staff Wellness—The school district values the health and well being of every staff member and will encourage, plan, and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle

PEP Grant

Agenda 3—Wellness Policy

Wellness Policy Checklist—Nutrition Education & Nutrition Promotion

The school district will provide nutrition education and engage in nutrition promotion that:	Status	Evidence
<ul style="list-style-type: none"> is offered at each grade level as part of a sequential, comprehensive, standards 	<input type="checkbox"/> <i>Need more information</i> <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> is part of not only PK through 12th grade health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences and elective subjects includes enjoyable, developmentally appropriate, culturally relevant participatory activities such as contests, promotions, taste-testing, farm visits and school gardens 	<input type="checkbox"/> <i>Need more information</i> <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented <input type="checkbox"/> <i>Need more information</i> <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, healthy food preparation methods and health-enhancing nutrition practices 	<input type="checkbox"/> <i>Need more information</i> <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> emphasizes caloric balance between food intake and physical activity 	<input type="checkbox"/> <i>Need more information</i> <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> links with meal programs, other foods and nutrition-related community services 	<input type="checkbox"/> <i>Need more information</i> <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> includes training for teachers and other staff 	<input type="checkbox"/> <i>Need more information</i> <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	

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Agenda 3—Wellness Policy

Wellness Policy Checklist—Physical Activity

Daily Physical Activity—the school will provide physical education that...	Status	Evidence
<ul style="list-style-type: none"> is for all students in grades PK through 12 that meets or exceeds time requirements as set forth by state and federal policy 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> is taught by a certified physical education teacher; 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> includes students with disabilities and special health-care needs 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> engages students in moderate to vigorous activity during at least 50 percent of physical education class time 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> includes activities that teach and encourage life-long physically active lifestyles 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	

Daily Recess (Elementary)—the school should provide recess for students that ...	Status	Evidence
<ul style="list-style-type: none"> is at least 20 minutes per school day; -is preferably outdoors 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> verbally encourages moderate to vigorous physical activity and provides adequate equipment 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> discourages extended periods of inactivity (i.e. periods of two or more hours) 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> provides opportunities for students with disabilities and special health care needs 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> encourages students to be moderately active during times when they need to avoid outdoor recess and remain indoors for long periods of time (i.e. inclement weather) 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	

PEP Grant

Agenda 3—Wellness Policy

Wellness Policy Checklist—Other School-Based Activities that Promote Student Wellness

Integrating Physical Activity into Classroom Settings—the school will...	Status	Evidence
<ul style="list-style-type: none"> offer classroom health education that complements physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> discourage sedentary activities, such as watching television, playing computer games, etc. 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> provide opportunities for physical activity to be incorporated into other subject lessons 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> encourage classroom teachers to provide short physical activity breaks between lessons or classes, as appropriate 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
Communication with Parents—the school will...	Status	Evidence
<ul style="list-style-type: none"> offer nutrition information via school newsletters, post nutrition tips on the school website, and provide nutrient analysis of school menus 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the established nutrition standards for individual foods and beverages 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> provide parents and teachers a list of healthy snack ideas for celebrations/parties, rewards, and fundraising activities 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> provide information about community physical activity opportunities for students 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> support parents' efforts to provide their children with opportunities to be physically active outside of school 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	

PEP Grant

Agenda 3—Wellness Policy

Wellness Policy Checklist—Other School-Based Activities that Promote Student Wellness

Food Marketing in Schools—The school will...	Status	Evidence
<ul style="list-style-type: none"> prohibit school-based marketing of brands promoting predominantly low-nutrition foods and beverages that do not meet the nutrition standards for school meals 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> promote healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
Staff Wellness—The school will...	Status	Evidence
<ul style="list-style-type: none"> encourage, plan, and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	

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Agenda 3—Wellness Policy

Activities Designed to Promote Student Wellness Action Plan

What are the 2 or 3 items you team rated as “not yet addressed” or “partially addressed” that you have chosen to work on?

Item 1:	
Item 2:	
Item 3:	

List the action steps, timeline and people responsible for each item you selected

Item 1:		
Current rating: <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented		
What steps will you take to improve the rating? 1. 2. 3. 4. 5.	Who will do this?	When will it happen?

Item 2:		
Current rating: <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented		
What steps will you take to improve the rating? 1. 2. 3. 4. 5.	Who will do this?	When will it happen?

Item 3:		
Current rating: <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented		
What steps will you take to improve the rating? 1. 2. 3. 4. 5.	Who will do this?	When will it happen?

9

Family Project

Objective

The purpose of this agenda is to design and implement a project to engage families in the school’s efforts to increase the number of students with healthy BMIs .

Materials Needed

1. Copies of agenda for each team member

Agenda

1. **Introduction** of any new team members.
2. Review your team’s use of the **wiki**.
3. Review the **purpose of this agenda**.
4. Watch the **YouTube video**.
5. Discuss **video**.
6. Plan your **project**.
7. Set date for **next meeting**
8. Complete Plus/Delta Chart
9. Adjourn

Next meeting?

Date of next meeting: _____

Time of next meeting: _____

Location of next meeting: _____



Family Engagement Project

Agenda 9

Introduction of all new team members

Do you have any new team members to introduce?

Discussion

Is your team membership complete? Are all groups represented at this meeting?

Your Project Wiki

Discussion

Has everyone on the team visited the wiki? If not, what is the plan to visit the wiki? Is all wiki information up-to-date?

Purpose of this Agenda

A calendar year consists of 8,760 hours (365 days x 24 hours). The school year lasts about 180 days or a total of 1,260 hours since a typical school day is about 7 hours. This means students are only in school 14% of a calendar year, and that is only if they attend regularly. The majority of a child’s time is spent outside of school with their most influential teacher—their family. The research on family engagement is clear, experiences outside of school can have an enormous impact on achievement, readiness, and success in school.

The Centers for Disease Control (CDC) recommends that children and adolescents should do 60 minutes (1 hour) or more of physical activity each day. This should include muscle-strengthening activities (such as gymnastics or push-ups) and bone strengthening activities (such as jumping rope or running) at least 3 days per week as part of a child’s 60 or more minutes. Unfortunately schools don’t have enough time to make sure all students engage in at least 60 minutes of physical activity each day. The purpose of this agenda is to create a home-school physical activity support structure that allows parents to significantly influence how much physical activity students get every day. This partnership will also help parents provide healthier meals and snacks for their children.

Intensive Project Introduction

Up to this point your school has been doing general activities to influence the school culture so that it promotes increased physical activity and better nutrition for all students. These types of general activities will continue throughout this year. In addition to these more general activities, your team will design and implement a small, focused project to significantly impact your student data measures. Your project will target a small section of your school in order to engage parents in an intensive effort that is “in-depth” and lasts “over time.” Noticeable movement in student data will only come through regular, daily effort to address the issue.

This effort to engage families is based upon the Academic Parent Teacher Team (APTT) model. The APTT model engages parents in intensive home-based activities to improve reading and math proficiency. Through the APTT project, teachers share student reading and math data with parents, help parents set 60 day improvement goals, demonstrate what they want parents to do each day during the 60-day period, and help parents practice the work. When implemented over a full school year, APTT include three separate 75-minute parent sessions that are 12-weeks apart. To gain a better understanding of how APTT works, watch the following video clip from YouTube (<http://www.youtube.com/watch?v=1YNsWrFiYfY>). The video lasts about 10 minutes.

Discussion

The video was of a snapshot of a 2nd APTT group meeting with parents (75-minute session). The video showed a focus on literacy and math. As a group, discuss how doing a similar project using nutrition and fitness data could impact student success at your building. How could this approach help? What are potential roadblocks?

Family Engagement Project

Agenda 9

Planning your project

For your intensive project your team will plan two 75-minute parents sessions with a 12-week window in between the large group meetings. During the first 75-minute session, you will share data group and individual data with parents on nutrition and moderate-to-vigorous activity. After parents review the class data, they will have the chance to look at their own child's data and then set 12-week goals. Next you will share the daily work you have planned for the parents (e.g., keeping a fruit/vegetable log, keeping an activity log). Parents will have an opportunity to practice the work before the close of the session. During the 12 weeks between the first and second large group meeting, your team will need to check in with each parent to continue to motivate their participation.

Decisions to be made...

What group will you target?	Is this an entire grade level? 1 or 2 classes? Make sure to keep the group small so that the project is manageable.
Date of the 1st session	This should be immediately after a GPRA data collection period. During the GPRA data collection you will need to track the individual responses for your target group on the food survey and the moderate-to-vigorous activity. Make sure to schedule the meeting on a day and time that is convenient for most parents. Check the school calendar for potential conflicts.
Who will run the sessions?	Who will present at the first session? Who from you team will participate? How can you best use the skills of your agency partners in this effort? Who will design the training slides and provide the instruction to parents?
Data Folders	Who will create the data folders? This will include organizing the specific data for each child as well as the group data. What will you need to do differently during the next GPRA data collection to make sure you have the data organized for the parent session?
Data Sharing	What information about nutrition and physical activity will you share? How will you let parents know how important these issues are?
What do you want parents to do each day during the 12-week period?	What would work to fix the issues related to fruit-vegetable consumption? How can you help families get students to eat more fruit and vegetables? What instruction will be necessary around this? What would work to get kids moving at home? What do you want all families to do every day about this? What instruction will be necessary around this? Remember to keep the homework "doable" for all families. Will you have parents/students log their efforts? Will they bring these logs to class?
Date of the 2nd session	This session should come right after a GPRA data collection period so that you can share the most recent GPRA data with families.
Parent participation	How will you motivate all of the parents in your target group to attend? Make sure to invite participation in 3 ways—(1) a general invitation from the school; (2) 1 or more specific invitations from the teacher (e.g., phone calls); and (3) specific invitations from the students to their parents. What incentives can you provide to help improve parent turnout at the first session? Will you need childcare or food? Will your presentation need to be in English and Spanish?
Checking In with Parents	Who will check in with parents in between the 2 sessions to continue to motivate participation? How often will you do this? Will you have students bring logs/evidence back to class each week? How will you monitor participation through the students?

Planning for this meeting will take multiple meetings. Check in with Mary Olson after each meeting to ensure you are on the right track and that you have everything you need to organize your data and provide incentives for participation.

Family Engagement Project

Agenda 9

Set date for next meeting

Set the date and time for the next meeting. Make sure to put this information on the Wiki Calendar so your team members can check it out if they forget. Remember to complete the Plus/Delta Chart tool!

Adjourn

Adjourn the meeting. Whoever types up the minutes for the meeting should post them as a word document to your page of the wiki.

The screenshot shows a web browser window with the URL `108.178.203.234/groups/cca/`. The browser's address bar includes a search icon and a "Reader" button. The page header features the "CCA" logo, a "wiki" button, a "calendar" button, and a search bar. The main content area is titled "CCA" and includes a welcome message, contact information for Kathy Campbell and Ron Mirr, and a PDF attachment titled "CCA Grant Information.pdf". A list of links for different schools is provided, including Front Page, Amana Elementary, Clear Creek Elementary, North Bend Elementary, CCA Middle School, CCA High School, and Documents. A sidebar on the right contains sections for "What's Hot", "Recent Changes", "Upcoming Events", and "Admin functions". Annotations with arrows point to the "calendar" link, the PDF attachment, and the list of school links.

There is a shared calendar

Documents can be easily posted and downloaded

Each school has its own link

CCA wiki calendar

Tags

Edited Apr 5, 2013 11:14 AM by CCA...

CCA High School

Welcome to your Action Team's Wiki. Below you will find the resources that you will need for your Action Team, a place to maintain important information/documents for your team, and online training tools that will support your team's work.

Please remember that if you have questions, concerns or suggestions please contact [Kathy Campbell](#) or [Ron Mirr](#).

- [Front Page](#)
- [Amana Elementary](#)
- [Clear Creek Elementary](#)
- [North Bend Elementary](#)
- [CCA Middle School](#)
- [CCA High School](#)
- [Documents](#)

Current Data Document

 CCA PEP Grant Data 2-13—HS.pdf  

Meeting Attendance & Progress Table

Below is a place for you to maintain a record of attendance at your team meetings and the progress your team is making in the agendas. For your team to be successful it is important that all members make every effort to attend as many meetings as possible. Each member's ideas and input are essential to the success of the teams's work, so if someone misses several meetings in a row please reach out to reconnect that team member. The best way to do that is to make a personal call to that team member. Letting them know that they have been missed and update them on the team progress. If you find out that team member is no longer able to participate then you and your team can work together to find someone else to take their place. Sometimes just knowing that they were missed will get members re-engaged.

Meeting:	1	2	3	4	5	6	7	8	9	10	11	12
Date of Meeting:	2/6/13											
	5 pm											
	CCAHS											
Agenda(s) Worked On:												
Steve Ottoson, Facilitator	x											
Mark Moody, Principal	x											
Mike Stopko, Parent												
Brent Neubauer, Parent	x											
Jim White, CCAHS PE Teacher												
Sarah Coleman, CCAHS Health Teacher	x											
Gretchen Muhlenbruch, CCAHS Teacher	x											
Deb Kinney, Community Partner	x											
Rick Hergert, Community Partner/Board Member	x											
Ally Hanten, UAY												
Kathy Campbell, PEP Grant Project Director	x											

Meeting Minutes, Agenda Worksheets & ALL Other Documents:

For easy access please upload documents in reverse order - by adding the most recent agenda documents to the top.

Items to be attached include:

Minutes from your meetings Please include the "date of the meeting" and "agenda" (e.g. 11/11/11Agenda1Minutes.doc)

 HSBUILDINGTEAM-March2013.docx  

On this building page for the high school, attendance at team meetings can be tracked.

All agenda minutes are posted here for all team members to access

The screenshot shows a Wiki page for CCA. At the top, there is a blue header with the CCA logo, navigation links for 'wiki' and 'calendar', and a search bar. Below the header, there is a 'Tags' section with a plus sign. The main content area is titled 'CCA Documents' and includes a list of links: 'Front Page', 'Amana Elementary', 'Clear Creek Elementary', 'North Bend Elementary', 'CCA Middle School', 'CCA High School', and 'Documents'. A callout box points to the 'Documents' link with the text 'This is the documents page'. Below the list, a paragraph states 'This page has all of our documents for year 1.' There are three sub-sections: 'Agendas' with four PDF files, 'Project Goals, Objectives, & Timeline' with two files (one PDF, one docx), and 'Data Collection Documents' with six files (three docx, three pdf). A second callout box points to the 'CCA PEP Agenda 1-Team Formation.pdf' file with the text 'All documents shared by the buildings can be stored here for easy access, ensuring all teams can find the most recent version of all tools.'

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Personnel—This includes all expenses for staff employed by the district. Salaries and stipends were set using the district’s negotiated agreements. These funds provide a project director, stipends for the team facilitators, and extra-duty compensation for teaching staff. Stipends for teachers include time during the school year and during the summer. The Associate Superintendent for Learning will contribute her time to the project.

	Year 1	Year 2	Year 3
Personnel	Grant (b)(4)	Grant (b)(4)	Grant (b)(4)
Associate Superintendent for Student Achievement—0.05 FTE	\$0	\$0	\$0
Project Director—0.5 FTE	\$36,375	\$37,466	\$38,590
Building Team Facilitator Stipends—9 @ \$1,500 each	\$13,500	\$13,905	\$14,322
PE Teachers Stipends—15 staff, 80 hours each, \$30/hr	\$36,000	\$37,080	\$38,192
Gen Ed Teachers Stipends—56 staff, 16 hours each, \$30/hr	\$26,880	\$27,686	\$28,517
Teacher Stipends—20 staff, 30 hours each, \$25/hr	\$15,000	\$15,450	\$15,914
Substitutes—45 days total to cover travel/training	\$6,300	\$6,489	\$6,684
Total Personnel	(b)(4)	(b)(4)	(b)(4)

Benefits—Benefits are 28% of salaries (Associate Superintendent and Project Director) which include health insurance, life insurance, worker’s compensation, social security, and Medicare (PERS), and 14.6% of stipends (IPERS) which include health insurance, life insurance, worker’s compensation, social security, and Medicare (IPERS).

	Year 1	Year 2	Year 3
Benefits	Grant	Grant	Grant
28% of salaries	\$10,185	\$10,491	\$10,805
14.6% of Stipends	\$14,261	\$14,689	\$15,130
Total Benefits	(b)(4)	(b)(4)	(b)(4)

Travel—We have budgeted for 2 people to attend the regional conference in DC. We will also use travel funds to support all 15 PE teachers to attend the state AAPHERD conference each year. Additionally, we have budgeted to send 8 selected health and PE teachers to the national AAPHERD conference or other appropriate national conferences each year.

	Year 1	Year 2	Year 3
Travel	Grant	Grant	Grant
Project Director’s Meeting, (2 staff, 2 days)	\$3,200	\$0	\$0
Iowa AAPHERD Conference (15 people, 2 days)	\$4,500	\$4,500	\$4,500
National AAPHERD/ Other National Conference (8 per year)	\$12,000	\$12,000	\$12,000
Total Travel	(b)(4)	(b)(4)	(b)(4)

Equipment—The items here are only those with a unit value greater than \$5,000. We will purchase a new server to accommodate the web-based fitness assessment database. In addition, we will install overhead projection systems in the gym at each school (3 per year) so staff can use visual technologies for instructional improvement, student involvement, and motivation.

Equipment	Year 1		Year 2		Year 3	
	Grant	(b)(4)	Grant	(b)(4)	Grant	(b)(4)
Web Server	\$7,000		\$0		\$0	
LCD Projection Systems (9 @ \$9500)	\$47,500		\$19,000		\$19,000	
Total Equipment	(b)(4)					

Supplies—During year 1 we will purchase pedometers for all students along with digital scales and stadiometers to help collect GPRA and BMI data. Each PE teacher will receive an iPad to facilitate data entry during class. We will buy the necessary site licenses and technical support for FitnessGram assessment software along with paper for printing the student reports. General project supplies are budgeted at \$200 per month and include paper, pencils, printer cartridges, etc. In years 2 and 3, the district will contribute funds for the purchase of additional PE equipment and other curricular materials. During years 2 and 3 each school will purchase inexpensive, portable, and inclusive training tools like dumbbells, tubing, medicine balls, weighted wands, and agility ladders. Our supply purchases are low cost/high return items that students of all ages enjoy using. We will also use grant funds to purchase appropriate health and PE curricular materials based up on the recommendations of the HECAT and PECAT teams.

Supplies	Year 1		Year 2		Year 3	
	Grant	(b)(4)	Grant	(b)(4)	Grant	(b)(4)
Pedometers (5500 @ \$16)	\$88,000		\$4,800		\$4,800	
Health-o-meter digital scale and stadiometer (9 @ \$1200)	\$10,800		\$0		\$0	
iPads for PE Teachers—1 for each PE instructor	\$9,000		\$0		\$0	
FitnessGram District Site Licenses (9 @ \$600)	\$5,400		\$0		\$0	
FitnessGram supplies (forms, charts, testing materials)	\$3,000		\$0		\$0	
FitnessGram Tier 2 Tech Support (9 @ \$100)	\$900		\$900		\$900	
General Project Supplies (\$200 per month)	\$2,400		\$2,400		\$2,400	
PE Supplies/Curriculum provided by district	\$0		\$0		\$0	
K-6 PE Standard Classroom Kit from SPARK fitness (7 classrooms)	\$0		\$80,500		\$0	
Middle School PE Standard Classroom Kit from SPARK fitness (2 classrooms)	\$0		\$32,000		\$0	
High School PE Standard Classroom Kit from SPARK fitness (3 classrooms)	\$0		\$0		\$60,000	
PE Curriculum Materials (Spark)	\$0		\$3,000		\$0	
Health Curriculum Materials	\$0		\$3,000		\$3,000	
Total Supplies	(b)(4)					

Contractual—The majority of contractual funds will go to our 2 CBO partners. CAFÉ will provide extensive professional development for board members, administrators, teachers, parents, and community members on all aspects of the project. In addition, CAFÉ will provide support to the building-based teams as they follow the prescribed agendas during their monthly meetings. This team process will help each building use health and fitness data to design and implement activities that will increase student levels of health and fitness. CAFÉ will also develop and maintain the project wiki. Our other CBO partner is the Community Y. The Y will receive funding to provide supplemental services for students identified as needing additional interventions to improve their health and fitness. The Y will provide programing outside of school hours at all levels. We will use some contractual funds for Jean Blaydes to train the district in Action Based Learning. We will also use contractual funds for expert training in the fitness assessment process and other related topics. Most of our matching funds will come from the Community Y and from contributions of the Healthier Communities Coalition.

	Year 1		Year 2		Year 3	
Contractual	Grant	(b)(4)	Grant	(b)(4)	Grant	(b)(4)
Center for Active Family Engagement (CAFÉ)	\$48,000		\$49,440		\$50,923	
K-4 Fit Kids After school Program (Community Y)	\$50,000		\$51,500		\$53,045	
5-6 After school Swimming and Safety Program (Community Y)	\$28,000		\$28,840		\$29,705	
7-8 After school Activity & Service Learning Program (Comm Y)	\$9,000		\$9,270		\$9,548	
9-12 After school Activity Class (Community Y)	\$9,000		\$9,270		\$9,548	
16 week Diabetes Retraining Program (Community Y)	\$12,000		\$12,360		\$12,731	
Consultants for Professional Development	\$10,000		\$10,000		\$10,000	
Healthier Communities Coalition	\$0		\$0		\$0	
Total Contractual	(b)(4)		(b)(4)		(b)(4)	

Other—No funds have been budgeted in this category. The district will contribute all phone, Internet, space, and utilities costs for this project.

	Year 1		Year 2		Year 3	
Other	Grant	(b)(4)	Grant	(b)(4)	Grant	(b)(4)
Phone, Internet, Space, Utilities	\$0		\$0		\$0	
Total Other	(b)(4)		(b)(4)		(b)(4)	

Total Cost—Our total grant request is \$1,464,494. We have met the matching requirement of 10% in year 1 and 25% in years 2 and 3.

	Year 1		Year 2		Year 3	
Total Direct Cost	\$518,201	(b)(4)	\$496,037	(b)(4)	\$450,254	(b)(4)
	Grant		Grant		Grant	
	(b)(4)		(b)(4)		(b)(4)	

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

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

Name of Institution/Organization

Marshalltown Community School District

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	134,055.00	138,077.00	142,219.00			414,351.00
2. Fringe Benefits	24,446.00	25,180.00	25,935.00			75,561.00
3. Travel	19,700.00	16,500.00	16,500.00			52,700.00
4. Equipment	54,500.00	19,000.00	19,000.00			92,500.00
5. Supplies	119,500.00	126,600.00	71,100.00			317,200.00
6. Contractual	166,000.00	170,680.00	175,500.00			512,180.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	518,201.00	496,037.00	450,254.00			1,464,492.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	518,201.00	496,037.00	450,254.00			1,464,492.00

***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: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(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 Marshalltown Community School District	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:	First Name:	Middle Name:	Last Name:	Suffix:
	Matt		Tullis	

Address:

Street1:	317 Columbus Drive
Street2:	
City:	Marshalltown
County:	Marshall
State:	IA: Iowa
Zip Code:	50158
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
641-754-1000	

Email Address:

MTULLIS@marshalltown.k12.ia.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.

	Add Attachment	Delete Attachment	View Attachment
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