

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 # S215F130065

Grants.gov Tracking#: GRANT11377809

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:

04/10/2013

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:

Mead School District 354

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

91-0793152

* c. Organizational DUNS:

0936805020000

d. Address:

* Street1:

2323 E Farwell Rd

Street2:

* City:

Mead

County/Parish:

* State:

WA: Washington

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

99021-6011

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

Dr.

* First Name:

Tom

Middle Name:

* Last Name:

Rockefeller

Suffix:

Title:

Superintendent

Organizational Affiliation:

* Telephone Number:

509-465-6000

Fax Number:

509-465-6021

* Email:

kim.montecucco@mead354.org

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:**

Project Healthy Active Living (HAL)

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	430,409.00
* b. Applicant	(b)(4)
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

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

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

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

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

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

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Kim Montecucco</p>	<p>* TITLE</p> <p>Superintendent</p>
<p>* APPLICANT ORGANIZATION</p> <p>Mead School District 354</p>	<p>* DATE SUBMITTED</p> <p>04/10/2013</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Fund for the Improvement of Education"/> CFDA Number, if applicable: <input type="text" value="84.215"/>
---	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S215F130065

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.

Mead_WA_2013PEP_GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

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

Mead School District (MSD) is dedicated to giving K-12 students the knowledge and skills necessary to live healthy active lifestyles today and in the future. We recognize the right of every student to participate in activities and programs organized by the district, and we are committed to providing equal and equitable access to these opportunities for all students. MSD has put in place the groundwork for building a district-wide, state standards-based Physical Education Program, designed to be accessible for all students and focused on eliminating obstacles such as gender, race, national origin, color, disability and age. Implementation of our project, *Healthy Active Living (HAL)* will result in the initiation, expansion, and improvement of physical education programs (including after school programs) in order to make progress toward meeting Washington State's Essential Academic Learning Requirements (EALRs). This program will introduce a physical education curriculum that is comprehensive in nature and articulated K-12 to ensure that all students are provided with the instruction, motivation, support, and tools they need to succeed.

MSD consists of 15 schools, serving 9,574 students. Our student body includes 0.9% African-American, 1.4% Asian/Pacific Islander, 0.5% American Indian, 5.2% Hispanic and 7% two or more Races/Ethnicities. While our ethnic diversity is fairly low, economic diversity is much more pronounced. 31% of our students qualify for free and reduced-priced meals. This percentage varies at each school, for example Shiloh Hills Elementary has 75.3% of the student body qualifying for free and reduced-priced meals. *HAL* will concentrate on significantly expanding no cost, accessible opportunities for all students to participate in nutrition and physical activity occasions without regard to socio-economic status, race, gender, or disability.

The number of English Language Learner (ELL) students in MSD has grown by more than 300% in the last several years. 7.4% of students at Shiloh Hills are transitional bilingual. As a result, we have created an English Language Learner Newcomers Center (ELLNC) for the 234 refugees & immigrant students, speaking 28 different languages. ELLNC has dedicated instructors to accommodate students with entry level English Language skills for grades 7-12. All students receiving ELL services will receive documents that have been translated into their dominant language.

To further ensure equitable access, *HAL* will include the Developmental Learning Centers (DLCs) at 2 elementary, 2 middle & 2 high schools in MSD. Specially-trained teachers and paraeducators will modify instructional methods to meet the unique fitness needs of students. We will also help students develop individualized nutrition/fitness plans will be a part of their curriculum as well.

MSD will provide expanded programs to reinforce classroom learning and streamline lessons in health, fitness and nutrition. Accommodations, transportation, and equipment will allow inclusive involvement of all youth, as well as their families, regardless of national origin, race, disability, gender, age, socio-economic status, or developmental challenges. Diverse activities will be planned to appeal to students across genders and cultural backgrounds.

The curricula we select will offer a variety of activities that are appropriate and enticing to most students, regardless of fitness or interest in sports, and can be adapted for those with disabilities or special needs.

As we continue to define, expand, and implement *HAL*, input from females, minority groups, students with disabilities, and groups disproportionately affected by poverty will help design activities, offerings, and interventions that will encourage participation of these student

groups. In addition, we will continue to monitor all opportunities in the community to offer all students equal access.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION		
Mead School District 354		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Dr.	* First Name: Tom	Middle Name:
* Last Name: Rockefeller	Suffix:	
* Title: Superintendent		
* SIGNATURE: Kim Montecucco	* DATE: 04/10/2013	

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:

Mead School District PEP Grant Abstract

The objective of **Healthy Active Living (HAL)** is to *expand and enhance the Mead School District (MSD) physical education program (PE) through a comprehensive project designed to move all students toward mastery of Washington State Standards for Health and Fitness (EALRs)* in alignment with the **Absolute Priority** of the Carol M. White PEP grant program.

The target population of project **HAL** is a student body of 5,974, attending 15 MSD schools located in a mostly rural area of northeastern Washington State, just north of the city of Spokane in Spokane County. Our schools are comprised of 8 elementary, 2 middle, and 2 high schools; as well as 1 STEM academy, 1 alternative high school, and 1 Parent Partnership Resource Center. Among the schools served by this project is Shiloh Hills Elementary, identified as an *Emerging-Focus school* on Washington State's 2012-13 list of priority schools in the waiver request under *ESEA* flexibility. Shiloh Hills struggles with disproportionate rate of economic hardship among students (free/reduced meal participation is at 75.3%); large number of students with disabilities; and the highest transitional bilingual population in the district – 7.4%. Based on completed research linking increased physical activity with increased academic performance, *we will implement focused and comprehensive interventions designed to turn around the performance of this priority school*; thus requesting consideration for project **HAL** with regard to **Invitational Priority 2**, as defined in the CFDA 84.215F guidelines (Carollo 2012).

HAL will **result** in *expansion of organizational focus on student nutrition and physical fitness* through policy and systemic change, with **project activities** to include *interventions to provide healthy eating habits and good nutrition education, as well as structured, cognitive content-based physical fitness instruction, in a program that engages students in Moderate to Vigorous Physical Activity (MVPA)*. **HAL** will take **strategic action** within a systematic approach,

following the *School Health Index (SHI) Improvement Plan* (MSD SHIP) developed to *remedy program weaknesses* revealed through completion of SHI modules 1-4 and 8, to achieve the following ***overarching outcomes***:

#1: Increase in student cognitive understanding & daily practice of healthy eating/good nutrition, MVPA, components of fitness, and social participation in activity for enjoyment.

#2: Strong community partnerships and extensive, coordinated collaborative efforts that result in students engaging in health, nutrition, and physical fitness activities outside of school hours. HAL will maximize MSD's partnerships with the *Food Services Department, Spokane Regional Health District, Board of Spokane County Commissioners, the YMCA of the Inland Northwest, the Boys and Girls Club, Washington State University's (WSU) Food \$ense program,* and local *Master Gardeners*, as well as develop new collaborations, thus meeting the ***Competitive Preference Priority 2*** of the PEP grant.

#3: K-12 student independence in improving/maintaining their fitness levels through individual nutrition, fitness, & activity plans they create to prepare for a lifetime of health.

#4: Student/parent ability to monitor improvement in student fitness and mastery of standards, and project stakeholders'/community's awareness of HAL and its overall progress through data and reports produced by the district-wide online software system for data collection.

#5: A comprehensive PE program in MSD, complete with standards-based curricula and current functional fitness equipment, effectively preparing students to exit with the skills and knowledge they need to easily transition from school to healthy, active adulthood.

The following narrative will outline the evidence-based initiatives within the scope of **HAL** that align with the ***Invitational Priority 1*** of the PEP grant and incorporate the *7 Design Filters for Physical Activity Programs, recommended by the Partnership for a Healthier America.*

Project Narrative File(s)

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Mead School District Project *Healthy Active Living*

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The purpose of this proposal is to expand and enhance the Mead School District (MSD) physical education program (PE) through a comprehensive project to assure all students meet the Washington State Standards for Health and Fitness (EALRs). The target population is a student body of 5,974 students. The success of this proposal would ensure that the necessary resources are available at a very critical juncture in program development to advance MSD's mission:

“Dedicated to giving our K-12 students the knowledge and skills necessary to live healthy, active lifestyles today and in the future. We promote positive experiences through a consistent and progressive movement-based curriculum that provides value of exercise for physical, social, and emotional benefits; lifetime fitness skills to live a healthy and productive life; and opportunities to improve or maintain fitness through fitness planning.” The goal is to expand organizational focus on physical fitness through systemic change to support and sustain an effort that is termed **“Healthy Active Living” (HAL)**. Meeting the Washington State Standards has been the key provision in developing this proposal. The existing program is currently far from providing the infrastructure, curricula, and quality instruction to support its stated mission and alignment with EALRs. MSD's students need interventions that would provide healthy eating habits and good nutrition instruction, as well as structured, cognitive content-based physical fitness activities, to help them progress toward EALRs and build healthy habits for life. With that overarching goal in mind, we are ready to take strategic action and a systematic approach to bring about lasting change in MSD and community, and we need the assistance of Carol M. White PEP Grant resources. We will implement project **HAL** in all 15 of our schools: 8 elementary, 2 middle, and 2 high schools, as well as STEM academy, alternative high school, and Parent Partnership Resource Center. Among the schools served by this project is Shiloh Hills Elementary, which has been identified as an *Emerging-Focus school* on Washington State's 2012-13 list of priority schools, included in

the waiver request under *ESEA* flexibility. Shiloh Hills faces numerous challenges, which include disproportionate rate of economic hardship among students (free/reduced meal participation is at 75.3%); large number of students with disabilities; and the highest transitional bilingual population in the district – 7.4%. **HAL** incorporates research that links increased physical activity with increased academic performance (Carollo 2012). In view of that, we will implement comprehensive interventions designed to turn around the performance of this priority school; thus requesting Invitational Priority 2 consideration for our project.

MSD is located in northeastern Washington State, just north of the city of Spokane. Our District serves an unincorporated area in Spokane County, which is the fourth most populous county in the state (population 471,221) (U.S. Census). Economic diversity is prevalent in our area. In 2012, 33.9% of students across MSD qualified for free/reduced meals. We experienced an increase of >300% in English Language Learner (ELL) students in the past 6 years, and now provide an ELL Newcomers Center (ELLNC) for the 234 refugee and immigrant students, speaking 28 different languages. 30% of children in Spokane County live in single-parent households. Many work long hours/ unusual schedules and are often unable to prepare home-made nutritious meals, taking children to area restaurants instead, 50% of which are fast food – compared to 27% nationally (Robert Wood Johnson Foundation’s County Health Rankings 2013). These data portray good nutrition education and practicing healthy eating choices at school to be vitally important for all K-12 students, along with appropriate levels of physical activity and fitness, which are currently far from optimal. According to the Healthy Youth Survey of MSD’s students as of October 2012, only 29% of 6th graders were physically active 60min/day, with 35% for 8th graders, 28% for 10th graders, & 22% for 12th graders. Nutrition and daily physical activity deficiencies are compounded by the fact that, starting at elementary level, focus is primarily on

academic achievement & standardized tests, resulting in inadequate PE funding and sacrificed PE/activity time for students. Since “PE is a critical component to increasing physical activity,” we realize **HAL**’s need for Washington State K-12 Health & Fitness Learning Standards (2008).

We took the preliminary steps toward project **HAL** two years ago, when we piloted the comprehensive, research- and standards-based *Five for Life* PE curriculum at the elementary level. Within a short time, it started to transform the program, making it clear that change was not only possible, but also attainable. Observing small, yet marked, progress created a keen awareness of the need to align MSD PE curriculum at every grade level. To accomplish this, we created an improvement team, inviting representatives from each elementary, middle, and high school, to devise a plan for articulation of curricular infrastructure in our district. Evident results within MSD elementary program, supplemented by our research, & the PECAT/HECAT analysis of the piloted curriculum, convinced us that the *Five for Life* K-12 articulated set of PE curricula for elementary, middle, and high school was just the cornerstone we needed to start building a successful project that will endure. As a result, we have full district commitment to align the K-12 PE programming with comprehensive curriculum infrastructure within the scope of project **HAL** that will revolutionize the way PE is taught throughout MSD and transform how teachers, students, administrators, community partners, and parents understand healthy living.

The National Association for Sports & Physical Education (NASPE) states that every K-12 student in our nation’s schools should have the opportunity to participate in quality PE. For consistency and fortification, we will implement **HAL** in all schools within our district, allowing all K-12 students to access quality PE and additional supporting programs in- and out-of-school. District-wide, very little data currently exist to fully assess students’ understanding and practice of healthy behaviors due to the lack of coordinated instruction using the new tools of the trade. As

part of **HAL**, we will not only utilize EALR-based curricula with units of instruction and assessments, but also implement a coordinated district-wide software system to collect, sort, and analyze student fitness and behavioral data, producing reports to validate outcomes and provide information for adjustments. **HAL** will create much needed opportunities for students to master EALRs, and enable us to track student progress toward them.

Washington State Essential Academic Learning Requirements (EALRs)

<p>EALR 1: The student acquires the knowledge & skills necessary to maintain an active life: Movement, physical fitness, & nutrition.</p> <p>1.1: Develops motor skills & movement concepts as developmentally appropriate.</p> <p>1.2: Acquires the knowledge & skills to safely participate in a variety of developmentally appropriate physical activities.</p> <p>1.3: Understands the components of health-related fitness & interprets information from feedback, evaluation, & self-assessment in order to improve performance.</p> <p>1.4: Understands the components of skill-related fitness & interprets information from feedback, evaluation, & self-assessment in order to improve performance.</p> <p>1.5: Understands relationship of nutrition/food nutrients to body composition & physical performance.</p>	
<p>EALR 2: The student acquires the knowledge & skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, & lives safely.</p> <p>2.1: Understands foundations of health.</p> <p>2.2: Understands stages of growth & development.</p> <p>2.3: Understand the concepts of prevention & control of disease.</p> <p>2.4: Acquires skills to live safely/reduce health risks.</p>	<p>EALR 3: The student analyzes & evaluates the impact of real-life influences on health.</p> <p>3.1: Understands how family, culture, & environmental factors affect personal health.</p> <p>3.2: Evaluates health & fitness information.</p> <p>3.3: Evaluates impact of social skills on health.</p> <p>3.4: Understands the impact of emotions on health.</p> <p>3.5: Applies decision-making skills related to the promotion of health.</p>
<p>EALR 4: The student effectively analyzes personal information to develop individualized health & fitness plans.</p> <p>4.1: Analyze personal health & fitness information.</p> <p>4.2: Develops & monitors a health & fitness plan.</p>	

Self-Assessment Process: Aware that MSD’s students currently need skills, knowledge, and tools to understand, and develop goals for healthy nutrition, activity, and fitness across lifespan, we wanted to explore more specifically how we can best address those needs. MSD K-12 schools

completed the School Health Index (SHI) assessment to narrow down and quantify the gaps and weaknesses in our programming. At least 90% of all PE staff participated in, and contributed to, the completion of the SHI, along with district administrators, counselors, nurses, principals, and the district nutrition director, as part of the leadership team. Each school had representation throughout the process. The results of the SHI showed Modules 1-4 in the Low range (21-40%) for all levels, except for middle schools in Module 3 (41-60%). Module 8 scored consistently in the Low range, with middle & high schools being in the absolute lowest tier (0-20%). Next, the team carefully examined our current offerings for PE/nutrition/fitness and correlated them with EALRs. Through this process, we identified, confirmed, and outlined in the Table below the limitations and shortcomings across our system, based on EALRs.

Table 1: MSD’s Limitations & Shortcomings from SHI Assessment (Requirement 1)

SHI, EALR Reference	Needs: Gaps, Limitations, & Shortcomings (Nature of Gaps)	Magnitude (Priorities)
SHI: 1-3, 8; EALRs: 1.1, 1.3, 1.4, 1.5, 2.2, 3.3, 3.4	1.1. Not all levels/teachers have <u>access to articulated, coordinated PE curricula & training</u> to build a comprehensive, standards-based framework, connecting instruction in nutrition, motor skills, & fitness components to increased physical activity & social/cooperative skills. <i>(Nature of Gap: Infrastructure, Services, & Opportunities)</i>	Absolute: 1 & 2b, c, d, e; Invitational: 2 Comp. Pref. 2
SHI: 1, 3, 4, 8; EALRs: 1.2, 2.1, 2.3, 3.1	1.2. Currently, <u>effective wellness policies and strong community partnerships</u> do not play key roles in reinforcing & supplementing classroom learning by expanding out-of-school nutrition & fitness activities, or increasing knowledge for students & families. <i>(Nature of Gap: Infrastructure & Opportunities)</i>	Absolute: 1 & 2a, b, c, d Competitive Preference: 2
SHI: 3, 8; EALRs: 1.3, 1.4, 1.5, 2.2, 2.4, 3.2, 3.5, 4.1, 4.2	1.3. Current program does not provide sufficient <u>assessments & fitness planning components</u> , including nutrition & behavior logs, to ensure students have assimilated the concepts learned & can apply them by setting goals, creating individual fitness plans, and practicing healthy nutrition, fitness, & activity behaviors that will last a lifetime. <i>(Nature of Gap: Infrastructure & Services)</i>	Absolute: 1 & 2a, 2b, 2c
SHI: 3, 8;	1.4. Absence of a cohesive system for collecting student fitness/nutrition/	Absolute:

EALRs: 1.3, 1.4, 3.5, 4.1	<u>behavior information</u> to enable analysis & reporting of immediate, intermediate, & long range data to inform students & parents of progress. <i>(Nature of Gap: Infrastructure, Services, & Opportunities)</i>	1 & 2a, 2e
SHI: 2, 3; EALRs: 1.2, 2.4, 4.1	1.5. <u>Fitness equipment</u> is currently inadequate & insufficient for successful implementation & sustainability of a comprehensive PE program that prepares students for a natural transition from school to a fit/healthy life. <i>(Nature of Gap: Infrastructure, Services, & Opportunities)</i>	Absolute: 2a-d
SHI: 1; EALRs: 1.2, 2.1, 2.3, 2.4, 4.1	1.6. There has not been an <u>effective, well-organized School Health Advisory Committee (SHAC)</u> to lay a foundation for standards-based PE, nutrition, & activity programs & to drive policy change/enactment that will extend positive outcomes beyond the grant & change the culture of MSD. <i>(Nature of Gap: Infrastructure, Services, & Opportunities)</i>	Absolute: 1 & 2a-e, Comp. Pref. 2

Comparing the discovered gaps and needs in Table 1 to our SHI Modules scores, we developed the MSD SHI Improvement Plan (MSD SHIP), which provided the framework for the design of HAL, and outlined the Action items the project will address.

Table 2: MSD SHIP (School Health Improvement Plan) with Action Items

Action Item	Examination/Analysis	Alignment/SHI
<p>I</p> <p>Curriculum: <u>Implement</u> aligned, activity-/standards-based <i>Five for Life</i> curriculum K-12. <u>Adopt</u> coordinated curricular components for K-2 & activity break programs, as well as supplemental afterschool offerings, to build & integrate knowledge & skills across the programming continuum within the District & community.</p> <p>Equipment: <u>Purchase</u> functional fitness equipment for programs.</p>	Our team-led inventory & PECAT/HECAT analysis resulted in the selection of the <i>Five for Life</i> K-12 PE <u>curriculum</u> , the K-2 ELF early learner fitness program, & the FAB 5 curricula for afterschool & classroom activity breaks programs. These curricular selections are aligned with EALRs & offer a full range of adaptable/age appropriate/fun low-organized games/activities that incorporate essential content & strive to maximize activity time for students. Adequate <u>fitness equipment</u> aligned with curricula will promote participation of students & their progress to lifetime fitness.	<p>Gaps Table: 1.1, 1.2, & 1.5</p> <p>SHI Modules: 1, 2, 3, 4, & 8</p> <p>Design Filters: 1-7</p> <p>Absolute</p> <p>Priority 1 & 2a-d</p> <p>Requirements: 1, 5, 6</p>
<p>II</p> <p>Curricular Framework: <u>Build</u> aligned curriculum frame-</p>	Curriculum infrastructure (curriculum maps, common assessments, timelines, etc.) will help coordinate in- & out-of-school activity	<p>Gaps Table 1.1, 1.2, & 1.3</p> <p>SHI Modules:</p>

<p>work K-12. <u>Develop</u> a common curricular language & articulated content in the areas of nutrition, fitness, & health across elem./ middle/high school & community-based programs.</p> <p>Professional Development: <u>Provide</u> progressive, ongoing training to teachers & staff on curricula & implementation.</p>	<p>opportunities for students; integrate PE concepts into classroom instruction & community partner programs. MSD policy will promote implementation of the coordinated curricula.</p> <p>On-site professional development in curriculum, infrastructure, & functional fitness equipment will improve instruction. Attending state & national conferences will help teachers learn about best practices & latest research to support sustainability.</p>	<p>1-4 & 8</p> <p>Design Filters: 1, 2, 3, & 5</p> <p>Absolute Priority 1 & 2a, 2c, 2e</p> <p>Requirements: 1, 4</p>
<p>III</p> <p>Community Partnerships: <u>Engage</u> existing & <u>develop</u> new community partnerships to <u>expand</u> & <u>reinforce</u> learning outside of school, as well as streamline health/fitness/nutrition lessons & messages in- & out-of-school.</p>	<p>Join efforts with the YMCA of the Inland Northwest & the Boys & Girls Club to utilize the afterschool programming they offer & incorporate the afterschool fitness/nutrition movement curriculum aligned with the <i>Five for Life</i> K-12 PE. Create a garden to be maintained by students, staff, & families to promote practical nutrition, lifetime skills, & practice of healthy habits.</p>	<p>Gaps Table 1.1 & 1.2</p> <p>SHI Modules: 3, 4, 8</p> <p>Design Filters: 1, 2, 4, 5, 7</p> <p>Absolute Priority 1 & 2b, 2d,</p> <p>Competitive Preference Priority 2</p> <p>Requirements: 1, 4</p>
<p>IV</p> <p>Data Collection & Reporting: <u>Obtain</u> web-based WELNET software aligned with the <i>Five for Life</i> curriculum. <u>Utilize</u> WELNET K-12 to collect student fitness/ nutrition/ behavioral data for analysis, reporting, & fine-tuning of program effectiveness</p> <p>Student Fitness Plans: <u>Utilize</u> WELNET Online Student Portfolio module to <u>guide</u> students in goal setting, creating a fitness plan, & tracking fitness/nutrition progress.</p>	<p>We will rectify current lack of district-wide data by collecting, analyzing, & reporting student nutrition, fitness, & behavioral data with WELNET. Reports will illustrate outcomes & reveal need for change. Teachers will be trained & use data to individualize instruction. Recording data in WELNET, students will learn to set reasonable goals and assess their progress toward them. Students will also utilize the online WELNET tools to develop & track activity within personal fitness plans.</p>	<p>Gaps Table 1.3 & 1.4</p> <p>SHI Modules: 2, 3, & 8</p> <p>Design Filters: 1-7</p> <p>Absolute Priority 2a, 2c, 2e</p> <p>Requirements: 1, 7</p>
<p>V</p> <p>Advisory Committee (SHAC) & Wellness Policies: Create a</p>	<p>The SHAC will comprise representatives from MSD staff, community leaders, parents, & students. SHAC</p>	<p>Gaps Table 1.1, 1.2, 1.4, & 1.6</p> <p>SHI Module: 1 & 8</p>

SHAC to oversee the progress of Project HAL & provide support through policy review, development, & reinforcement. Work with SHAC to create procedures to support healthy lifestyles.	members will monitor progress of the PEP grant, review policies/procedures, & make annual recommendations to the Board & stakeholders for changes based on data and project results. Updated Policy will support HAL.	Design Filters: 1, 2, 3, 5, & 6 Competitive Preference Priority 2 Requirements: 1, 2, 3, 5, 7
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SIGNIFICANCE: (A) Likelihood the proposed project will result in system improvement.

HAL will lead to systemic change & improvement through enhancing the current program with the *Five for Life* integrated, comprehensive PE and nutrition curriculum, software, equipment aligned with instruction, professional development, policy leadership from the SHAC, and collaborative support from community-based partners.

Table 3: Goals & Objectives, Competitive Preference & Invitational Priorities Addressed

<p>GOAL #1: Increase student cognitive understanding & daily practice of healthy eating habits, good nutrition, components of fitness, fitness measurements, increased activity levels, & development of social/cooperative skills through participation in curricular activities in- & out-of school.</p> <p>Alignment: Gaps 1.1-1.6; SHI Actions I-V; Absolute Priority: 1, 2a-2e; Competitive Preference Priority (CPP) 2; Invitational Priority (IP) 1-Design Filters (DF's) 1-7; IP 2</p>	
<p>Objectives: (1) Provide all students with instruction to increase Moderate to Vigorous Physical Activity (MVPA) and steps per day. (2) Provide comprehensive staff curriculum training on key nutrition & activity concepts, intentional fitness, motor skill development, & student fitness measurements.</p>	<p>Measurable Outcomes: (1) 100% of students will understand MVPA as it relates to activities they participate in regularly. (2) Number of students reporting 60 minutes of MVPA daily will increase by 50% by Yr. 3. (3) 85% of 4-12 students will utilize a fitness plan, incorporating their measurement goals & daily steps recorded (12,000 per day). (4) Nutrition instruction for students K-12 will increase by 30%. (5) Number of students K-12 eating fruit 2+ times/day & vegetables 3+ times/day will increase by 30%.</p> <p>Assessment Instruments: Washington Classroom Based Assessments (CBA), 3DPAR, Pedometer Logs, Attendance Logs, Healthy Youth Survey, WELNET, Motor Skill Rubrics</p>
<p>GOAL #2: Build strong community partnerships so students can continue with health & physical fitness activities outside of school hours, as well as increase nutritional knowledge for students & families. Alignment: Gaps 1.2, 1.3, 1.6; SHI Actions I-III, V; Absolute Priority: 1, 2c & 2d;</p>	

CPP 2; IP1-DF's 1, 2, 4, 7	
<p>Objectives: (1) Build partnerships aligned with FAB 5 After School curriculum to produce increased activity behavior in out-of-school opportunities for nutrition, fitness, & positive social experiences. (2) Offer afterschool nutrition/physical activity/healthy living education for students & families. (3) Improve district Wellness policy for out of school activities.</p>	<p>Measurable Outcomes: (1) 100% of elem. and middle schools will implement the FAB 5 After School curriculum by Yr. 2. (2) 100% of students K-8 will have access to curriculum-based enrichment afterschool programming by Yr. 3. (3) Annually, number of students K-12 receiving instruction in nutrition will increase by 25%. (4) By Yr. 3, self-reporting of fruit & vegetable consumption by 8th grade students will increase by 15%. (5) Yearly recommendations for Wellness Policy improvements will be made to the School Board.</p> <p>Assessment Instruments: Wellness policy, SHAC Meeting Minutes, Pre/Post Fitness & Nutrition Tests, Attendance Logs, Youth Risk Behavior Survey</p>
<p>GOAL #3: Students K-12 will create individualized nutrition, fitness, & activity plans to develop skills to improve & maintain their fitness level over a lifetime. Alignment: Gaps 1.3-1.4; SHI Actions III, IV; Absolute Priority: 1, 2a, 2c, 2e; CPP 2; IP1-DF's 1-7; IP2</p>	
<p>Objectives: (1) Provide staff development in FITNESSGRAM protocols, sensitivity, goal setting, & the training principles used to achieve improvements in the five components of fitness. (2) Improve or maintain students' fitness & activity levels using FITNESSGRAM assessments and fitness planning for five components of fitness. (3) Collect and report student BMI data and track longitudinally.</p>	<p>Measurable Outcome: (1) 100% of students will identify activities to improve the five components of fitness. (2) 85% of students in grades 6-12 will set achievable goals & monitor progress at least every four months. (3) 80% of students in grades 6-12 will be able to monitor & adjust a fitness plan by the time they exit MSD; and (4) students in grades 4-12 will improve 5% in meeting 20-meter shuttle run health standard each year.</p> <p>Assessment Instruments: Washington State CBA, Online Student Portfolios, Student/Parent Fitness Reports, Cognitive Assessments, FITNESSGRAM Standards</p>
<p>GOAL #4: Implement K-12 online data collection system (WELNET) to collate, analyze, & report data (immediate, intermediate, & long range), to inform students & parents of progress towards HAL. Alignment: Gaps 1.3-1.4; SHI Actions IV, V; Absolute Priority: 1, 2a, 2c, 2e; CPP 2; IP1-DF's 1-3, 6, 7; IP2</p>	
<p>Objectives: (1) Purchase WELNET software, & train all</p>	<p>Measurable Outcomes: (1) By the end of Yr. 2, 100% of PE & Health teachers will be proficient in using the FITNESSGRAM.</p>

<p>teachers in FITNESSGRAM ASSESSMENTS, data collection, & interpretation of results. (2) Provide K-12 staff development in protocols & sensitivity, goal setting, & the training principles to achieve improvements in the five components of fitness. (3) Change policy and procedures based on information provided through PEP project HAL.</p>	<p>(2) 85% of students K-12 will identify activities to improve the components of fitness. (3) 100% of students will have data needed to set fitness goals & measure progress; (4) By the end of Yr. 3, Board-adopted Wellness Policy will include fitness measurements. (5) By Yr. 2, SHAC will use data to understand student fitness and make needed recommendations for policy changes. (6) By Yr. 3, data-determined changes will be made to 75% of schools' site-based improvement plans.</p> <p>Assessment Instruments: Teacher Surveys, Student/Parent Fitness Reports, Student Online Portfolios, Cognitive Assessments, Wellness Policy, Teacher Surveys, Qualitative Interviews</p>
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GOAL #5: Provide current functional fitness equipment needed to build a comprehensive program in physical education that ensures a natural school-to-life transition for students. **Alignment:** Gaps 1.1, 1.5; SHI Actions I, II; Absolute Priority: 1, 2a-2c, 2e; CPP 2; IP1-DF's 1, 2, 4, 5, 7; IP2

<p>Objectives: (1) Acquire a variety of current nutrition & fitness equipment to build an inclusive, aligned fitness program, targeting the Healthy Fitness Zones, & (2) Train teachers in use of new equipment & create innovative ways to utilize current equipment.</p>	<p>Measurable Outcome: (1) 100% of teachers will be trained in use of functional equipment by Yr. 3. (2) By Yr. 3, 85% of students in grades 5-12 will demonstrate how using functional equipment improves the 5 components of fitness & helps to stay fit & healthy for life. (3) By Yr. 3, number of students meeting 5 of 6 Presidential Youth Fitness Program (PYFP) Healthy Fitness Zone standards will increase 30%. (4) 100% of students will report increased activity by the end of Yr. 3. Assessment Instruments: CBA, 3DPAR, Teacher Surveys, Fitness Measurements/Reports, Cognitive Assessments</p>
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Meeting these goals & following the action plan will increase students' daily physical activity and fitness, improve nutrition plus change the culture of inactivity, evident at MSD, into one of healthy and active lifestyles for students of all genders, races, national origins, abilities, and ages.

QUALITY OF THE PROJECT DESIGN: (A) Build capacity/yield results beyond assistance:

MSD piloted the *Five for Life* curriculum at the elementary level for 2 years. Based on PECAT/HECAT assessment of this integrated, articulated, standards-based curriculum, we believe it to be well-suited to meet the needs of all our K-12 students. The design of project HAL integrates the

curriculum implementation with the 7 Design Filters, promoted by the Partnership for a Healthier America, and the 5 parts of the Comprehensive School Physical Activity Program (CSPAP).

HAL is designed to create and deliver a Quality Physical Education program. We will accomplish this with **4 strategies**: **(1)** comprehensive curricula—K-12 Five for Life, FAB 5 After School Program, ELF (Early Learner Fitness), and WELNET software, which enhances instruction and will be used for tracking individual nutrition/fitness/activity plans (CSPAP Component 1: Physical Education); **(2)** complementary afterschool programming, available to all MSD elementary & middle school students, incorporating physical activity opportunities and nutrition instruction (CSPAP Component 3: Physical Activity Before/After School and Component 5: Family and Community Involvement); **(3)** FAB 5 Classroom Activity Breaks to supplement PE instruction/physical activity time with aerobic and muscular strengthening movement breaks in classrooms to stimulate the brain and increase MVPA to enhance learning (CSPAP Component 2: Physical Activity During School); **(4)** NASPE-compliant ELF program for young learners of all abilities, developing children’s whole health with instruction and practice in fitness/nutrition/activity, and building healthy habits for daily living (CSPAP Component 1: Physical Education). To facilitate accessibility, technology will include eTextbooks, videos, and iPads. These strategies create a holistic methodology of instruction, assessment, practice, inclusion, support, encouragement, and fun to promote healthy lifestyle, beginning in Kindergarten.

Using the aligned curricula described above, **HAL** will incorporate all elements of the PEP Absolute Priority: to Develop, Expand, or Improve PE and Address State Standards. Under this priority, we will address: **(1)** Instruction in healthy eating habits and good nutrition through nutrition/fitness curricula that are activity-based and aligned with EALRs – with lessons, designed to include formative assessments to check for understanding and to vary format/duration in the

delivery of essential content through: movement-based games/activities – 70% of time, written text – 10%, videos – 10%, software applications – 10%. Student growth towards EALRs is shown through summative assessments 4-12 (IP1-DF's 1-7). The curriculum-aligned WELNET will allow teachers to use iPads to access e-Curricula from the gym. Equipment needed to accompany the priority includes nutrition charts, cards, goals posters, awards, info cubes, and iPad Mini's. Students and families will receive additional nutrition education through *Nutrition Services*; Washington State University's (WSU) *Food Sense* program, and *Master Gardeners*, collaborative garden, *Farmer's Markets*, and *Family Nights* (Projects described under CPP 2). **(2a) Fitness education/assessment to help students understand/improve/maintain physical well-being:** In conjunction with PYFP Healthy Fitness Zone pre-/post-measurements, **HAL**'s four strategies will furnish MSD students in grades 4-12 with the skills/knowledge needed to set improvement goals, for which annual progress reports will be sent to parents/guardians through e-mail or regular mail. End-of-year assemblies will honor students showing improvement and/or meeting Healthy Fitness Zone(s) with Presidential Youth Fitness Award certificates (IP1-DF's 1-7). Equipment needed: sit and reach boxes, functional equipment (e.g., agility rings, medicine balls, step boxes), Jungle Gym, etc. **(2b) Motor skills/physical activity instruction to enhance physical, mental, social, or emotional development of all students:** **HAL**'s strategies are rooted in activity and constructed to improve motor skills by incorporating them into engaging activities and fun, low-organized games for uninterrupted movement with everyone playing. **HAL** will engage MSD students in constructive physical activity early in their academic careers and develop proficiency through partner activities, circuits, and modified sports activities that gradually increase in complexity. Activities will integrate locomotor, non-locomotor, manipulative, combination, and complex movements. To build infrastructure and sustainability, the SHAC will

design and implement K-12 mastery benchmarks and holistic rubrics to assess student progress (IP1-DF's 1-7). Equipment needed: poly spots, hula-hoops, cones, etc. **(2c) Development of/instruction in cognitive concepts about motor skills/physical fitness to support healthy lifestyles**: proposed curricula incorporate EALRs-based units of instruction regarding concepts related to fitness, nutrition, and activity. Increases in student knowledge will be measured by formative and summative assessments aligned with standards. EALR-based curriculum maps will be developed to standardize content, delivery, and assessment; also addressing learning targets and teacher evaluation. (IP1-DF's 1, 2, 4-6). No equipment required. **(2d) Development of positive social/ cooperative skills through physical activity**: Using inclusive, adaptable games/activities that improve motor skills and fitness levels, **HAL's** chosen strategies will emphasize cooperation, teamwork, and fair play (IP1-DF's 1, 2, 4, 5, 7). Equipment is listed above. **(2e) Professional development for PE teachers to stay abreast of latest research/issues/ trends** will be provided and required for PE/applicable classroom teachers and afterschool leaders, who will participate in sequential professional development opportunities aligned with **HAL's** four strategies during the grant. The Training Focus will be on best practices, such as: Inclusion of all students; Fitness/ cognitive instruction; Progressive movement patterns; Lesson modifications for individual/ exceptional circumstances (e.g., special needs students, large classes, shared equipment, small movement spaces, etc.) to assure 100% participation; Technology integration (e.g., pedometers, iPads, etc.); Analysis of student data; and Evaluation procedures for assessing: student MVPA (meet/exceed 50% of PE class time), cardiorespiratory/muscular endurance, muscular strength, and flexibility (IP1-DF's 1-7). Meeting PEP Absolute Priorities, and strengthened by policy, **HAL** will institutionalize progress and yield results beyond the grant. Under the Competitive Preference Priority 2, we will form strong alliances and expand community

partnerships that align with the goals of **HAL** to build capacity, enhance student learning, and extend it beyond the classroom. Currently, the YMCA of the Inland Northwest and the Boys & Girls Club provide children with field trips to Farmer's Markets, ZUMBA for kids, martial arts, and cooking classes. The Boys & Girls Club holds two kids' fun runs. The YMCA conducts afterschool programs on site at all 8 elementary & 1 middle school at MSD. The Boys & Girls Club uses the old Mead Middle School for after-school time. We will expand the existing services with HAL's strategies. We will add 1½ hours of FAB 5 After School program 2x/week at all elementary/middle schools delivered by YMCA staff. The YMCA will implement the FAB 5 curriculum and expand the number of afterschool sites (to include both MSD middle schools). Students will be encouraged to take part in the after-school program, so more can engage in cooperative play, focused on participation, and earn tokens for practicing honesty, respect, caring, and responsibility. At year's end, tokens will be redeemed for activity- based prizes (e.g. hacky sacks, jump ropes, etc.) The after-school program will also deliver nutrition lessons along with healthy snacks. PYFP pre-/ post-tests will assess children's progress in the program. Monthly Family Nights will engage parents, featuring presentations by the WSU's Food \$ense, such as "Best Nutritional Value on a Budget" and "Preparing Quick, Healthy Meals," and healthy dinners. The Boys & Girls Club afterschool activities will include a collaborative garden, assisted by local Master Gardeners, to teach students about the growing cycle and expose them to vegetables to increase liking & consumption. The garden will be a hands-on extension of "Be GREAT: Eat GREAT," an 8-week nutrition program of the Boys & Girls Club. Equipment: balls, hula hoops, stretch bands, etc.; food samples /garden supplies to be provided by the grant (IPI-DF's 1-7).

Invitational Priority 2: **HAL** will employ research-based strategies to boost academic performance of students at Shiloh Hills Elementary, our priority school, by providing them with

opportunities to increase physical activity in a quality PE program (Carollo 2012). Measures include: *Let's Move!* step counts (12,000/day average); PYFP Healthy Fitness Zone (5 out of 6); increased MVPA; student online portfolios. The SHAC will review/recommend district policy and procedure modifications to code accommodations required for equal access (IP1-DF's 1-7).

QUALITY OF THE PROJECT DESIGN: (B) Design reflects research/effective practice:

Project **HAL** assembles current research and best practices to inform its design based on the 5 CSPAP components, addressed in Project Design (A). **HAL** also utilizes Quality Physical Education (QPE), which prescribes the use of (1) daily PE, (2) curricula that meet state and national standards for PE, (3) student assessment aligned with instruction, (4) certified PE teachers, and (5) adequate equipment. Additionally, **HAL** follows the CDC's *Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People* (1997). The report recommends using active learning strategies to emphasize participation in physical activity in the school, community, and home. Such strategies may encourage students' active involvement in learning and help them develop the concepts, attitudes, and behavioral skills they need to engage in physical activity (Lavin, 1993 and Allensworth, 1994). Teachers at MSD will foster students' participation in physical activity and practice of healthy eating behaviors. **HAL's** design also includes two current national initiatives: *Let's Move! Campaign* and *Let's Move! Active Schools*. The goal of *Let's Move!* is for students to be active 60 minutes each day, increasing concentration/focus, improving classroom attendance/behavior, and boosting academic performance. *Let's Move! Active Schools* addresses challenges through solutions aligned with CSPAP and QPE, offering customizable support. **HAL** incorporates PYFP and FITNESSGRAM student assessment in five of six Healthy Fitness Zone areas (presidentschallenge.org). Project **HAL** focuses on fitness, because showing improved fitness in students allows them to be healthier

and helps them succeed academically in school (CDC 2010) (Grissom 2005). We also address children's common non-receptive attitude toward vegetables. Collaborative garden, Food Sense, and Farmer's Market programs will target vegetable consumption with repeated taste exposure to develop students' liking for these foods. Research shows that, to affect the maximum number of children, 8-9 tastings may be needed (Langellotto & Gupta 2012), (Anantha P. LakkakuVA, 2011). Elementary schools and parents will promote these taste exposure efforts.

Students' well-being is the focus of project **HAL**, as it is designed to be enjoyable. Physical education that is enjoyable and actively involves students in learning may help foster positive attitudes toward, and encourage participation in, physical activity (Zakarian et al., 1994). Enjoyable PE experiences are believed to be essential in promoting physical activity among children and adolescents (Pate et al., 1995). Therefore, active learning strategies that help students assimilate nutrition and physical activity concepts, along with motor and behavioral skills (e.g., brainstorming, cooperative groups, simulation, situation analysis, etc.) are incorporated into **HAL**.

QUALITY OF THE PROJECT DESIGN: (C) Meeting statutory purposes/requirements:

Our project is designed to meet all PEP grant requirements. Requirement 2 – Nutrition & Physical Activity-Related Policies: MSD's Nutrition and Physical Fitness Policy was adopted in July 2005. It states, "A. Provide students access to nutritious food; B. Provide opportunities for physical activity and developmentally appropriate exercise; and C. Provide accurate information related to these topics." While the policy supports the EALRs, gaps in implementation exist. The SHAC will review/revise the policies and make recommendations for improvement to the School Board annually; including, but not limited to: provide nutrition education opportunities (in-/out-of-school); furnish classroom activity breaks at least once per day (elem. level); allow waivers/substitutions for required PE credits only if accompanied by approved curriculum/assessment

plan; min. 50% of PE class time spent in MVPA (IPI-DF's 1-3, 5, 6). Requirement 3 – Linkage with Local Wellness Policy: During 2005-06 school year, an updated Nutrition and Physical Fitness Policy was implemented. As stated above, the SHAC and the School Board will work on additional policy updates. These will be added to schools site-based improvement plans and student data will be reviewed yearly (IPI-DF's 1-3). Requirement 4 – Linkages with Federal, State, and Local Initiatives: Let's Move! Active Schools, a part of Partnership for a Healthier America, will provide guidance through recommendations for physical activity and nutrition interventions woven into project design. Goals and outcomes will align with all 7 design filters that determine best youth physical activity programs in USA today. **Design Filters**: 1. Strive for universal access; 2. Include a range of age appropriate activities; 3. Aim to reach the guidelines on dosage and duration; 4. Be engaging and fun for kids; 5. Be led by well-trained coaches and mentors; 6. Track progress, both individually & for the group; 7. Provide consistent motivation and incentives. Our **HAL** leadership team has reviewed the CSPAP Tool and the SHAC will use it to identify benchmark policy improvements necessary for the 5 physical activity program components (Project Design (A)), to ensure progress along the Policy Continuum. We will employ low-cost, behavioral economics-based strategies from The Smarter Lunchroom Movement (Yale Rudd Center for Food Policy) that have been successful in dramatically increasing healthy food choices by students. Examples of such strategies would include putting fruit in a basket rather than a steel bowl, or moving salad bars away from the wall. (Smith et al. 2011). YMCA and Boys and Girls Club are recreation programs where children K-5 can work, learn, and play. They will offer an age-appropriate Fab 5 After School Program to align organization's nutrition and physical activity outcomes with goals of HAL. Institute for Systems Biology whose mission is to "revolutionize science, transform human health and ensure environmental sustainability",

will provide “Fit Bit” pedometers to students at our Riverpoint Academy. They will use current activity and fitness planning as a part of their program and aligned with HAL. Project Lead the Way, aligned with MSD Policy 2022, supports the implementation of powerful technology to create an authentic learning experience for students a major goal of HAL, (IP1-DF’s 1-7).

Requirement 5 – Updates to Physical Education and Nutrition Instruction Curricula: The *Five for Life* was piloted and a PECAT/HECAT was performed to determine that curricula fulfill MSD needs by filling our instructional/curricular gaps (IP1-DF’s 1-7). Requirement 7 – Increasing Transparency & Accountability: HAL will increase transparency via regular electronic, print, and face-to-face information sharing with stakeholders. WELNET will produce regular reports, based on fitness measures/student assessment data, to be delivered to the leadership team and the public through school board meetings and MSD website, which will also include an FAQ section developed by administration, leadership and evaluation teams, and the SHAC. FAQs will address questions about HAL’s outcomes, process, and progress. Open sharing of evidence-based information will promote project accountability to stakeholders.

ADEQUACY OF RESOURCES: We analyzed the line items in budget categories based on the Goals (Table 3, 1-5) and calculated per-student/per-goal costs to include all applicable line items for each Goal (listed in parentheses), grouped by Budget Categories.

<u>Needed Resources for Goal 1:</u> Increase student cognitive understanding & daily practice of healthy eating habits, good nutrition, components of fitness, fitness measurements, increased activity levels, & development of social/cooperative skills through curricular activities in- & out-of school.	
<u>Personnel:</u> \$95,500 (PEP Manager Costs, Substitutes For Professional Development)	<u>Fringe:</u> \$23,875 (Benefit rate for contracted employees, 25% of salary)
<u>Travel:</u> \$10,826 (PEP Director Meeting, Professional Development Conferences)	<u>Equipment:</u> \$81,867 (Required equipment for curriculum implementation)
<u>Supplies:</u> \$91,488 (PE curriculum, Afterschool Program Curriculum and Classroom Activity Breaks, Evaluation Materials)	<u>Contractual:</u> \$102,750 (New afterschool program start-up, software support, quantitative and qualitative evaluation,

Other: \$7,190 (Conference Registration)	curriculum implementation training)
Total: \$195,795;	
Target population: 9,574 students; Results: 100% of target population receives a quality standards-based PE program by year 3; Cost per student: \$44.96. Benefits: Students will understand & improve fitness, daily activity, & healthy eating as a lifestyle due to a comprehensive K-12 program.	
Needed Resources for Goal 2: Build strong community partnerships to offer health/physical fitness activities outside of school hours, as well as increase nutritional knowledge for students & families.	
Personnel: \$70,000 (PEP Manager costs)	Fringe \$23,875 (Benefit rate for contracted employees)
Contractual: \$17,000 (Staffing for new afterschool program at Northwood Middle School & afterschool curriculum training)	Equipment: \$7,671 (Required equipment for nutrition curriculum components)
Supplies: \$7,160 (Afterschool curriculum & School Garden materials)	
Total: \$125,706	
Target population: 9,574 students; Results: 100% of target population receives a quality standards-based afterschool program, including nutrition education by year 3; Cost per student: \$13.13. Benefits: Students will understand nutrition & healthy eating habits as well as have increased access to physical activity a result of complementary programs and collaborative initiatives.	
Needed Resources for Goal 3: Students K-12 will create individualized nutrition, fitness, & activity plans to develop skills to improve & maintain their fitness level over a lifetime.	
Personnel: \$70,000 (PEP Manager costs, substitutes for professional development)	Fringe \$23,875 (Benefit rate for contracted employees)
Travel: \$6,358 (PEP Director Meeting, professional development conferences)	Equipment: \$74,196 (Required equipment for K-12 curriculum implementation)
Supplies: \$84,328 (PE curriculum, classroom activity breaks, evaluation materials)	Contractual: \$44,650 (Software support, quantitative and qualitative evaluation, curriculum implementation training)
Other: \$3,500 (Advanced training registration)	
Total: \$306,907	
Target population: 9,574 students; Results: 100% of target population receives a quality standards-based PE program, including online fitness/activity/nutrition/hydration/sleep/fitness planning by year 3; Cost per student: \$32.06. Benefits: Students will improve fitness, activity time, & healthy eating as a result of comprehensive K-12 curriculum, & develop skills/goals to for a life of health & fitness.	
Needed Resources for Goal 4: Implement a K-12 online data collection system to collate, analyze, & report data (immediate/intermediate/long range), to informs students/parents of progress.	
Personnel: \$70,000 (PEP Manager, staff development substitute costs)	Fringe \$23,875 (Benefit rate for contracted employees)
Travel: \$10,826 (PEP Director Meeting, professional development training)	Supplies: \$81,128 (PE curriculum, software, & evaluation materials)
Equipment: \$0	Contractual: \$61,750 (Software support, quantitative/ qualitative evaluation, prof.
Other: \$7,190 (Advanced training &	

conference registration)	development, data collection)
Total: \$254,652	
Target population: 9,574 students; Results: 100% of target population receives a quality PE program utilizing individual student data by year 3; Cost per student: \$26.60. Benefits: Data will guide instruction & program development & drive individual achievement in the comprehensive K-12 curriculum.	
Needed Resources for Goal 5: Provide current functional fitness equipment for a comprehensive program in physical education that ensures a natural school-to-life transition for students.	
<u>Personnel:</u> \$70,000 (PEP Manager, substitutes for professional development)	<u>Fringe</u> \$23,875 (Benefit rate for contracted employees)
<u>Travel:</u> \$10,826 (PEP director meeting, professional development training)	<u>Equipment:</u> \$81,867 (Required equipment for K-12 PE, afterschool program curriculum implementation)
<u>Supplies:</u> \$59,480 (Evaluation materials)	<u>Contractual:</u> \$72,000 (Quantitative and qualitative evaluation, best practice & safety prof. development)
<u>Other:</u> \$7,190 (Advanced training & conference registration)	Total: \$325,238
Target population: 9,574 students; Results: 100% of target population receives a quality standards-based PE program using current and research-based equipment by year 3; Cost per student: \$33.97. Benefits: Students will understand and improve fitness, time in activity and healthy eating as a result of a comprehensive K-12 curriculum that integrates updated fitness and nutrition equipment.	

QUALITY OF MANAGEMENT PLAN – (A) Adequacy in achieving objectives/milestones:

For accountability, quality control, and efficient use of resources, **HAL** management plan clearly defines roles/responsibilities. PEP Manager (PM) and Coordinator (PC) are responsible for management and completion of the following tasks/milestones, their activities, and outcomes:

Task: <u>SHAC</u> will commence PE/nutrition policy review & update (<i>Start of Yr 1</i> ; Table 2-V, Goal 2).
Milestone: <i>Yrs 1-3:</i> SHAC identifies & formulates recommended policy updates to School Board.
Activities/Outcomes: SHAC has representation from MSD & community. PC will convene SHAC 5 times a year. Guided by the SHIP (Table 2), SHAC will recommend policy change to School Board.
Task: Acquire integrated <u>curricula</u> for all levels/learners/programs (<i>Start of Yr 1</i> ; Table 2-I, Goals 1-2)
Milestone: <i>Yrs 1-3:</i> Improved student nutrition/fitness/health via activity-based learning/EALR mastery
Activities/Outcomes: PC will work to purchase & implement integrated PE (K-12), afterschool (K-8), and early learner fitness (K-2) curricula (& training) to focus on nutrition/fitness/physical activity.
Task: <u>Align curricula/instruction/assessment</u> via prof. development (<i>Start in Yr 1</i> ; Table 2-II, Goals 1-5)
Milestone: <i>Yrs 1-3:</i> Sequential training to develop curriculum tools & infrastructure for sustainability.
Activities/Outcomes: External experts will train PE teachers, activity leaders, & administrators in

best practices for program delivery. MSD purchasing department & PC will complete bid process. PM will plan trainings (e.g., secure sites, provide equipment, coordinate internal/external staff).

Task: Procurement of PE/nutrition equipment (*Start in Yr 1*; Table 2-I, Goal 5).

Milestone: *Yrs 1-3*: Equipment is a critical plan objective, necessary for program change & natural school to life transition for students.

Activities/Outcomes—Year 1: Functional fitness/nutrition/evaluation equipment acquired, & aligned w/ EALR-based curriculum. **Year 2:** Equipment (e.g., early learner, TRX, afterschool) to be acquired. PC will manage bids/purchases. PM will handle receiving, distribution, set-up & maintenance

Task: Increasing student physical activity levels K-12 (*Start in Yr 1*; Tables 2-I-III, V, Goals 1-2, 5).

Milestone: *Yrs 1-3*: Physical activity is a central component of **HAL**. Community focus is a milestone.

Activities/Outcomes: PC & PM will work with PE/classroom teachers & appropriate staff to expand free in- & out-of-school physical activities, aligned with K-12 PE curriculum, for all students.

Task: Implementation of online student portfolios, data collection software, & eCurricula (eTextbooks) (*Start in Yr 1*; Table 2-IV, I; Goals 3 & 4).

Milestone: *Yrs 1-3*: Longitudinal data collected for all MSD students & utilized by the stakeholders to understand student learning & behaviors in nutrition/fitness/activity are a milestone. Online student portfolios & eTextbooks, which create access for all students via eLearning also constitute a milestone.

Activities/Outcomes: Appropriate MSD staff will receive training to independently operate software, gauge student mastery of EALRs, & monitor program implementation. PC & purchasing department will handle the procurement. PM will arrange trainings & liaise with IT staff.

Task: Development of curriculum infrastructure (*Start in Yr 1*; Table 2-II; Goals 1, 2, 5).

Milestone: *Yrs 1-3*: Infrastructure development is a critical change/sustainability factor & a milestone, which will also enhance status of PE as a valuable curriculum of equal importance as core subjects.

Activities/Outcomes: PC will oversee the development of a curriculum guide. PM will ensure that the project is completed & approved by the SHAC, administration, & School Board.

Task: Implementation of research & evaluation component to provide data/results to all stakeholders for analysis, decision-making, & effectiveness assessment (*Start in Yr 1*; Table 2-IV, V; Goals 1-5).

Milestone: *Yrs 1-3*: Ability to implement a quality PE program, understand its effectiveness, & track/adjust its progress based on accurate & timely data results is a critically important milestone.

Activities/Outcomes: PC & MSD purchasing department will conduct bidding process to identify independent evaluators/complete agreements. Evaluators will follow the required research design for evaluation w/performance measure data methodology from Dept. of Education. PM & teachers, in charge of data collection for 3 required GPRA performance measures, completed a timeline & assessment

schedule for PE/classroom teachers for distribution of pedometers, completion of activity/ pedometer logs, & student surveys. PM will construct parent/teacher communications (e.g., e-mails, letters, flyers) & manage evaluation equipment (distribution, collection, replacement).

Task: Providing transparency & ensuring compliance (*Start in Yr 1; Table 2-II, VI, V5; Goals 2-4*).

Milestone: *Yrs 1-3:* Coordinated School Health efforts & focus on obesity prevention are a milestone.

Activities/Outcomes: PC, PM, internal services, PE staff, community partners, & SHAC will accomplish the task. Superintendent & community/district partners are committed to the success of **HAL**; plan is in place. PC has the driving force/experience to be on time/ within budget; PM will complete tasks.

Personnel		Clearly Defined Roles & Responsibilities
PEP Grant Coordinator (PC): John Hook, Director, Secondary Education (20% FTE)		Monitor goals/objectives; oversee bid processes (e.g., curriculum, equipment, etc.) & travel/training plans; oversee budget; approve expenses; confirm evaluation reports, etc.
PEP Grant Manager (PM): TBD (1.0 FTE)	Manage/accomplish tasks for successful completion of objectives/outcomes of the grant (data collection, integration of curricula/equipment, training, etc.)	
District Personnel (Administrative Staff)		Work with PC & PM to ensure grant is administered in accordance with applicable state & federal laws/regulations.
PE & Classroom Teachers (required for all PE Teachers)		Administer new curricula/programs. Donate time for ongoing data collection, planning, equipment inventory, trainings, etc.
YMCA Afterschool Program Facilitator: Connie Reynolds		Implement afterschool programs at all elementary & middle school sites, focus on activity, MVPA, & nutrition; augment w/field trips.
Boys & Girls Club: Lisa Stiles-Gyllenhammer		Oversee student garden; incorporate nutrition/fitness education & 2x/year fun runs into the afterschool program.
Spokane Master Gardeners (various volunteers)		Provide expertise & ongoing consulting/training in developing student garden.
Retired Mead Educators		Design & construct three raised bed gardens at old Mead Middle School. Provide ongoing startup & maintenance each spring & fall.
MSD Food Services Department: Kim Elkins, Director		Incorporate fresh fruit & vegetables into menu planning for breakfast & lunch. Incorporate Smarter Lunchroom Design techniques created by Cornell University Research in MSD cafeterias.
Consultants (TBD)		Contracted to train EALRs-driven program providing deep alignment in PE curriculum, instruction, assessment, & software.
School Health Advisory Committee	TBD (PEP Manager); John Hook, Director, Secondary Education, & PEP Coordinator; Kim Montecucco, Director of Elementary Education; Mark Phillips, Elementary PE Teacher; Maria Crabb, High School PE Teacher; Debby Wilson, Elementary PE Teacher; Kim Elkins, Child Nutrition Services Director; Annette Helling, Health Ed.	

(SHAC)	Teacher; Janna O’Leary, PE/Health Ed HS Teacher; Mike Phillips, HS Counselor; Christine Spinnell, Elem. Social Worker; Alison Cowart, Elem. School Nurse; Jared Hoadley, Student Services Director; Cindy Green, Spokane Regional Health District; Jennifer Stapleton, Board of Spokane County Commissioners.
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Project Timelines (timeline detail and dates of all project tasks included in all annual reports)			
Category	Begin	Assigned	Tasks
<i>Budget Management</i>	Oct. 1	PC / PM	Meet with Accounting, set-up account with DOE, design budget template to match forms
<i>Staff Dev.</i>	October	PC / PM	Professional Dev. K-12 (QPE, Curriculum, Software, etc.)
<i>Equipment Acquisition</i>	Oct. / Nov.	PM / PE Teachers	Inventory all district equipment, compile bid list, check district bid sheets, order pedometers
<i>Software Implement.</i>	Oct. / Nov.	PM / IT Dept.	Import Student Data in software, set up Auto Updates; train teachers and admin.
<i>SHAC</i>	Nov.	PC / PM	Set up SHAC meeting agenda(s), place, etc.
<i>After School Program</i>	Nov.-Feb.	PM	Order Curriculum and Equipment; plan for the program with partners, staffing for the program; train staff
<i>Community Partners</i>	Dec.-Feb.	PM/CP	Plan annual activities to implement in-/out-of-school
<i>Nutrition</i>	Feb.	PM/Nut-n	Plan role in PEP, family nights, garden, & other initiatives
<i>Classroom Activity Breaks</i>	Jan.	PC / PM / Consultants	Train Principals and PE and Classroom Teachers in Classroom Activity Breaks
<i>Curriculum</i>	Jan	PM	Plan leadership group, curriculum design training
<i>Evaluation</i>	Sept.	PM	Call with evaluators, develop evaluation timelines for data

QUALITY OF PROJECT EVALUATION: (A) Thorough, feasible, appropriate to the goals:

Evaluation will use quantitative and qualitative methods to measure project impacts and monitor benchmarks/goals. The evaluation will utilize a set of data collection instruments/protocols, which will be developed/adapted as needed to collect and report data to support ongoing improvement.

Tools for Impact Evaluation and Process Monitoring		
Instrument	Timeline	Constructs Measured
Pedometer Logs	Yr 1: Baseline+2 Yr 2: Pre/Post Yr 3: Pre/Post	Daily activity
3 Day Physical Activity Records		Daily activity
Standardized Fitness Protocols		Fitness
Nutrition Surveys (age appropriate)		Fruits and vegetables consumption
Student Surveys	Yearly: Pre/Post	Attitudes/behaviors/health awareness

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

GPRA Measures. Probability samples will be drawn for each trial, and steps taken to ensure a response rate >80%. GPRA data will be collected 7 times: in Y-1, baseline data collection plus 2 trials (mid and end of year); in Y-2-3, data collection at the beginning and end of school year.

GPRA	Instrument/Targets/Analysis
1 Activity	a) Pedometers track daily steps (K-12); Pass = 12,000 or more on each day of trial b) 3DPAR (5-12); Pass = 60 minutes or more of MVPA on log Analysis: Scores for pedometer and 3DPAR merged; Pass = pass on either measure
2 Fitness	Data collected from all students; Results reported for both sampled and population Performance on selected fitness measures will be scored using <i>PYFP website</i> benchmarks Analysis: Pass = students who meet/exceed the target on 5 or more fitness measures
3 Nutrition	a) YRBS survey items measures fruits and vegetables consumption (older students) b) A survey for young children has been developed Analysis: Responses scored using US ED guidelines for passing (fruits/vegetables scored) Pass = Students passing fruits AND vegetables pass on this measure

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

Goals	Measures
1: Quality PE (Goals 1, 3, 4)	GPRA Measures; Cognitive Assessments; SOFIT; Focus Groups; Document Review (e.g., Curriculum Maps, Policies); Teacher and Student Surveys; Logs
2: Nutrition/Fitness (Goals 1-5)	Focus Groups; Parent Survey; Nutrition Assessments, Nutrition Logs, YRBS, Publicity of Events, Event Attendance Logs, and RCPSWC Survey
3: Motivation (Goals 1-5)	Student Survey; Site Visit, Document Review; Cognitive Assessments, Goal Setting, Pre/Post Student FITNESSGRAM Report,

	Nutrition/Activity Logs, Student Portfolios, Wellness Policy.
4: Portfolios (Goals 3, 4)	Document Review; Teacher/Student Surveys; WELNET use; Online Student Portfolio, Longitudinal Data; Student/Teacher Focus Groups, SHAC Meeting Minutes and School Board Meeting Minutes.
5: Equipment (Goal 5)	Site Visit; Fitness Measurements, Pedometer/Fitness Logs, Cognitive Assessments; Student Survey, Teacher Workshop Surveys
6: Community collaboration (Goal 2)	SHAB Survey; Site Visit interviews; Attendance Logs, After School Logs, Activity Logs, Student Survey

Reporting, Progress Monitoring, and Accountability. Reports will track & document program implementation to assist strategic planning. Progress on GPRA & project goals will be submitted annually. Reports will provide data (graphic/textual) & explanatory information; display timelines, & analyze progress. Quantitative data from Yr. 2-3 will reveal trends, while qualitative (from yearly site visits) will provide context & address logistical, environmental, perceptual, & knowledge areas. Iterative design of qualitative evaluation will monitor progress toward objectives to determine:

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

Findings and reports will be available to stakeholders through a password-protected, continually updated site to assist in creation of materials for program dissemination & community outreach.

Summative Questions. In Y-3, data analysis will answer the following evaluative questions:
1. Did the program develop, expand, and improve PE for K-12 students?
2. Did the program address state standards, and did students make progress toward them?
3. Did the program teach healthy eating habits and good nutrition?
4. What were the particular strategies and focus areas of the project?
5. What proportion of students served were in persistently lowest-achieving schools?
6. To what extent did the program achieve recommended guidelines on dosage/duration?
7. How engaging and fun did students find the program?
8. What lessons were learned that will be helpful to others trying to achieve similar goals?

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Kimberly A. Montecucco

kim.montecucco@mead354.org

Education

Principal Certification Program Washington State University	September 2008-July 2010
Master of Education in Technology Lesley College	September 1995-June 1997
Bachelor of Arts; Elementary Education Endorsements: K-8 Reading Washington State University	September 1989-December 1993

Certifications

State of Washington Administrative Certificate	July 2010
State of Washington Continuing Certificate	June 2014

Administrative Experience

Director of Elementary Curriculum / Assessment Coordinator, Mead School District, Spokane, Wa June 2012-present

- Facilitate reading and math curriculum lead teacher groups
- Supervisor of Gifted Program
- Supervisor of Learning Assistance Program
- Coordinate district assessment schedule
- District coordinator for all state testing grades 3 -12

Assistant Director of Learning Services, Mead School District, Spokane, Wa August 2011-2012

- District coordinator of all state testing grades 3 – 12
- Implemented new assessments for elementary reading, DIBELS and the Diagnostic Decoding Survey
- Facilitated trainings on district wide assessment collection tool, Linkit
- Coordinated Sexual Health curriculum improvements for grades 5 - 9

Assistant Principal, Prairie View Elementary, Spokane, Wa August 2010-present

- Facilitated MSP Testing Administration May 2011

- Participated in Council for Learning Improvement in developing school improvement plan
- Assisted with student behavior plans and interventions
- Conducted Teacher and Para Educator Evaluations
- Created Master Schedule – Para Educators
- Coordinated Volunteer Appreciation Breakfast
- Facilitated Safety Committee
- Participated in Resource Room IEP Meetings; DLC Meetings, PTO Meetings, CARE Team, Grade Level Meetings, & Staff Meetings

Principal Intern, Prairie View Elementary, Spokane, WA September 2008-present

- Facilitated MSP Testing Administration April 2010
- Organized School – Wide Student Recognition Program January 2010
- Facilitated Marzano Book Study Fall 2009
- Coordinated Bus Driver Appreciation January 2009
- Conducted 18 formal teacher observations and weekly informal observations
- Facilitated Council for Learning Improvement Meetings 2009-2010

Assessment Facilitator / Technology Integration Specialist-TOSA, Mead School District, Mead, WA 2005-present

- Implemented training for online standards-based report cards grades 1-6
- Trainer for Pearson Benchmark, assessment tool, district-wide
- Assisted in creating Standards-based math assessments grades 1-6
- Lead Instructor to 13 district-wide school technology mentors 2007-2008
- Staff Development classes on district internet resources and technology skills
- District Wide Trainer for PowerSchool Student Information System & Gradebook
- Trainer for Pearson Benchmark, assessment tool
- Finalsite Website training/implementation for staff and schools
- Total Reader lexile tool, staff trainer for grades 3-9
- Laptop training for all staff K-12

Administrative Skills and Experience

Leadership

- Participant in the Washington State Leadership Academy 2012-2014
- AWSP Conference Fall, 2011
- Mead Citizen's Advisory Committee Fundraising Chair for Maintenance & Operations Levy, 2007-2009; Reader Board Coordinator 2010-2011
- Member of the Technology Standards Committee for OSPI in writing and creating technology standards for grades K-12 2007-2009
- Presented at WASCD Conference on Digital Storytelling

Technology

- Trainer for Linkit – assessment collection tool
- Blackboard training for staff course pages

- Created video tutorials for staff use for various software programs
- Interviewed and filmed parents, students and staff for middle school conferences
- Technology Trainer for all district purchased programs
- Created video to highlight and inform the community for middle school conferences
- Created and filmed videos for High School Advisory Classes
- Author of *Just Tech It* Newsletter for the Mead School District

Professional Development

- Solution Tree Assessment Conference April 2010
- WSASCD October 2009
- Pearson Benchmark Training February 2009
- Getting Serious About School Reform-Marzano February 2009
- Pearson California Conference November 2008
- Northwest Council for Computer Education 2006-2009
- CRISS Reading Strategies Training June 2007
- Technology Conference T +L2 October 2006

Teaching Experience

Math Combo Support Teacher Grade 2 and 3, Prairie View Elementary, Spokane, WA, 2010-2011

Kindergarten School Teacher, Prairie View Elementary, Spokane, WA 2009-Present

- CLI Committee
- K Reading District Committee

Third Grade Elementary School Teacher, Brentwood Elementary School, Spokane, WA 2001-2005

- Technology Mentor for entire staff
- Power Writing Lead Teacher
- CLI Committee
- Technology Committee
- Master teacher to student teachers from both Eastern and Whitworth University

Elementary School Teacher, Midway Elementary School, Colbert, WA 1995-2001

Grade one, one/two combo, two/three combo, and grade four teacher

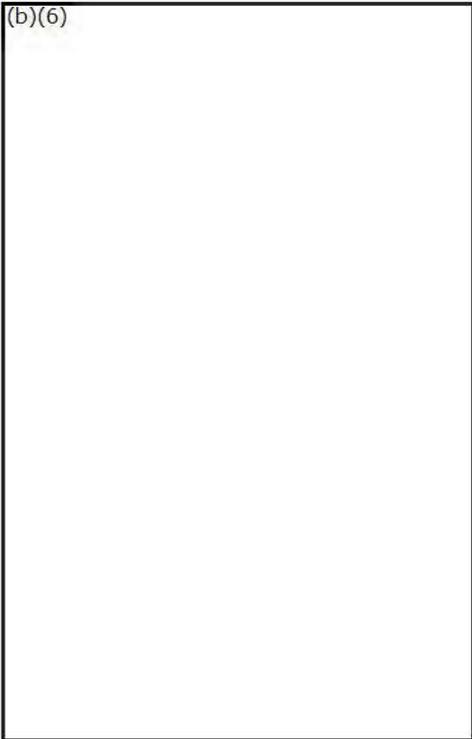
- Science Representative
- CLI committee
- Technology Committee
- Master teacher to student teacher from Whitworth University

First Grade Elementary School Teacher, Pomeroy Elementary, Pomeroy, WA 1994-1995

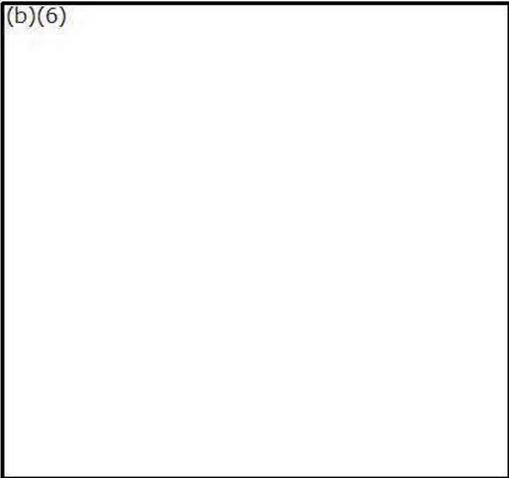
Professional Affiliations / Special Recognitions

- Published OSPI Technology Standards for K-12 2007-2009
- Star Discovery Educator 2006-present
- Gates Grant Recipient January 2000
- Washington State ASCD May 2009
- International Society for Technology in Education May 2009
- MEAD Foundation Grant Recipient January 2010

References



Dr. Jim Howard
Principal Certification Admin.



PATRICIA A. BUCK

(b)(6)

Mobile: 509-220-5229

EDUCATION:

Master of Science, Nursing, University of Southern Illinois in Edwardsville, IL
Thesis: *Correlation Between Depression and Health Behaviors in MI Clients*
Bachelor of Science, Nursing, Viterbo College, LaCrosse, WI

CERTIFICATION/MEMBERSHIP

Initial Educational Staff Associate (ESA):
Licensed Registered Nurse since 1975, State of Washington & Wisconsin
Member of School Nurse Organization of Washington (SNOW)
Board of Directors of SNOW – organization web master

EXPERIENCE

School Nurse Oct 03-present Responsible for implementation of school health services program for over 2400 students in three elementary schools. Collaborates with primary care physicians, specialists, local public health and social services agencies to ensure full spectrum of effective/quality services.

Director of Nursing Services Sept 01-June 03 Provided leadership, management, and strategic resourcing for over 3,000 personnel supporting a HMO network consisting of 6 hospitals.

Director of Nursing Services/Administrator Aug 00-Sept 01 Responsible for nursing care delivered in 35-bed hospital with outpatient clinic.

Chief Executive Officer Aug 98-Aug 00 Led an outpatient center consisting of primary care, internal medicine and pediatric services. Responsible for a staff of over 350 providing medical and dental care to over 31,000 patients.

Director of Nursing Services/Primary Care Clinic Jul 92-Aug 98 Responsible for nursing activities in a 24-hour surgical unit, and 7 clinics to include three sub-specialties.

Director of Clinics, Aug 89-Jul 92 Served as manager of outpatient services: 12 clinics to include Immunization, Emergency Room and 10 outpatient specialty clinics..

In-house Supervisor, Charge Nurse, Medical-Pediatric Unit, Apr 87-Aug 89 Coordinated nursing activities on 7 inpatient units along with an ICU, and ER.

Staff Nurse, Intensive Care and Telemetry Units; In-House Supervisor; Charge Nurse, Surgical Unit and Telemetry/Hemodialysis Unit, Feb 77-Apr 87 As RN provided care on 20 bed ICU, and 10-bed telemetry unit for acutely ill medical, surgical, cardiac patients..

Staff Nurse, Multi-service Unit, May 75-Jan 77 Provided nursing care on a 32-bed multi-service unit with a three-bed coronary care unit.

TEACHING EXPERIENCE:

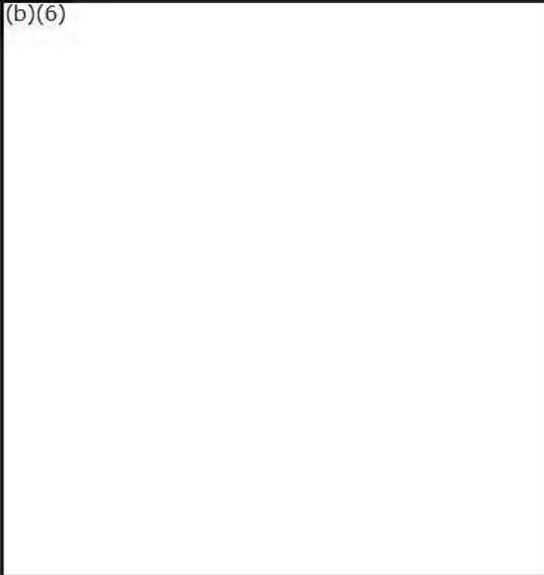
As an effective team member interacts with parents, primary health care providers, communities and school resources to provide a school environment that is safe, healthy, and conducive to learning. Contributes to the development and teaching of the student

health education program and trains non-healthcare providers ensuring competency in performing delegated tasks.

COMMUNITY INVOLVEMENT:

Board of Directors for School Nurse Organization of Washington
Area 7 School Nurses

REFERENCES:



Education

Washington State University, Pullman, WA
Ed. M., Counseling Psychology, 1997.

Washington State University, Pullman, WA
B.S., Psychology, 1994.

Honors

Washington Council For High School and College Relations, Executive Board member 2000-2011.
Presidential Honor Role, Washington State University.
PSI-SCI, National Honor Society for Psychology Students, National and Chapter Member.

Experience

Counselor, Mead School District (1999-present)

- High School Counselor in a comprehensive guidance program.
- Advanced Placement building coordinator.
- Exchange student coordinator.
- District Secondary Emergency Intervention Coordinator

Assistant Coach, Track & Field (2000-2011)

- Field events coach for boys and girls programs.

Counselor, Castle Rock High School

- Provided a comprehensive counseling and guidance program for grades 9-12.
- Running Start Coordinator.
- Developed Career Center.
- Created freshman orientation program.

Assistant Coach, Boys High School Basketball (1997-1999)

- Head Sophomore/Freshman Coach.
- Assistant Varsity Coach.

Intern Counselor, Pullman High School (1996-1997)

- Provided educational planning and career guidance services to students.

Intern Counselor, Palouse School. (1996-1997)

- Offered counseling and guidance services via classroom instruction, small groups and on an individual basis.

Graduate Assistant, Office of Student Affairs, Washington State University (1996-1997)

- Implemented University student contact and withdrawal policies via student interviews.
- Served as a liaison between students and various administrative and academic offices within the university.

Mark Phillips

(b)(6)

Education

Masters degree in Administration, College of Id	Caldwell, Id
Undergrad B.S. Natural Sciences in Education	Eastern Washington University
Washington State certification EMT Fire Dist # 4	Chatteroy, WA
Washington State cert. Fire Fighter	Chatteroy, WA

Experience

2011-1991	Health, Nutrition, Fitness, P.E. Specialist, Coach	Mead School District, Mead, WA
	<ul style="list-style-type: none">• 2011/2012 Washington State Teacher of the Year award• Responsible for student instruction, achievement, and assessment• Identified, selected standards based curriculum – Focused Fitness 5 For Life• AHPERD/WAHPERD national & state member – award winner• WAHPERD state conference presenter• PEP grant committee• NASP coach – Three time “State Champions.” Current State record holders• Have qualified over 12 athletes to Nationals – 5 have attended in Louisville, Kentucky• Mead High School - coached six years• MECA board member	
2010-1996	EMT / Fire Fighter Fire District Four	Chatteroy, WA
	Two time Fire fighter of the year award Bat. #9 Lieutenant	
1985-1991	Classroom Instructor, Elementary	Mead School District
	Science Chairman, Invent America award recipient	
1983-1985	Middle School Principal	McCall/Donnelly S.D. ID
	<ul style="list-style-type: none">• Responsible for all admin task in operation of school• Conducted State comprehensive evaluation of performance	
1979-1983	Classroom Instructor	Meridian S.D. ID.
1978-1979	Classroom Instructor	Bruneau/Grandview S.D. ID

Jared L. Hoadley

EXPERIENCE

2012-Present	<i>Executive Director Student Services</i>	Mead School District
2003-2012	<i>Elementary Principal</i>	Mead School District
2002-2003	<i>Elementary Principal Assistant</i>	Spokane Public Schools District
2002-2003	<i>Learning Facilitator</i>	Spokane Public Schools District
2001-2002	<i>Five and Six Team Teacher</i>	Mead School District
1999-2001	<i>Teacher Leadership Project</i>	Educational School District 189
1994-2001	<i>Principal Designee</i>	Mead School District
1994-1995	<i>Principal Internship</i>	Mead School District
1996-2001	<i>Grade Six Teacher</i>	Mead School District
1992-1996	<i>Grade Five Teacher</i>	Mead School District
1989-1992	<i>Grade Four Teacher</i>	Mead School District

EDUCATION

2011-Present	<i>Washington State University Doctor of Education Candidate</i>	Estimated Completion Spring 2016
2010-2012	<i>Washington State University Superintendent Program, April 2012</i>	
1991-1994	<i>Gonzaga University M.A. Admin. and Curr., May 1994</i>	Major: P-12 Principal
1987-1989	<i>Whitworth College B.A., August 1989</i>	Major: K-8 Elementary 4-12 Drama
1985-1987	<i>Edmonds Community College A.A.S., June 1987</i>	Major: Business

CERTIFICATION

2012	Superintendent Certification
2004	Continuing Principal Certification

1994

P-12 Washington State Principal Certificate

1989

K-8 Washington State Elementary Teaching Certificate

(b)(6)

Jared L. Hoadley

**RELATED PROFESSIONAL
EXPERIENCE (Prior to Principalship)**

Leadership Team for Reading, Listening, Communication, R.A.L.T. OSPI
Table Leader for Washington State Reading Range Finding and Scoring Training
Reading Range Finding Team
Lesson Study Institute, Northwest Regional Educational Laboratory
Lesson Study Professional Development Team Member, Spokane Public Schools
Mentoring Matters, Learning Assistance Program Spokane Public Schools
Thinking Strategies Training, Public Education and Business Coalition
Margaret Mooney Literacy Instruction, Mead School District
Analyzing Student Work, Spokane Public Schools
Adult Learning Training, Teacher Leadership Project (Bill and Melinda Gates Foundation)
Technology Facilitator, Mead School District
First Steps Tutor Training, Mead School District
Six Traits of Quality Writing Training, Mead School District
Project CRJSS Training, Educational School District 101
Understanding by Design Training, Mead School District
Curriculum Mapping Training, Mead School District
Holistic Scoring in Writing Training, Mead School District
Connecting Math Training, Mead School District
District Steering Committee, Mead School District and Mead Education Association
School Restructuring by Carl Glickman, Mead School District
School Reform by Patrick Dolan, Mead School District
Athletic Coach, Mead School District
Odyssey of the Mind Coach, Mead School District
Student council facilitator, Mead School District
Language Arts Frameworks, Mead School District
Science Frameworks, Mead School District

**PROFESSIONAL
ORGANIZATIONS**

Washington Association of School Administrators

PRESENTATIONS AND PUBLICATIONS

"Lesson Study," Professional Learning Communities Presenter Spokane Public Schools.
"First Steps Writing," Trainer for Mead School District.
"Elementary Science Units," Presenter Mead School District.
"Using W.A.S.L. Reading Questions in Social Studies and Science Reading," Presenter
Mead School District.
Teacher Leadership Project Instructor

2001
2000

Summer Instructor
Summer Instructor
PR Award # S215F130065
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Yakima, WA
Olympia, WA

1999-2000

Weekend Training Sessions

Spokane, WA
Wenatchee, WA

"Math Pacing," Trainer Mead School District

"Sixth Grade Social Studies," Trainer Mead School District.

Hoadley, J., Doohan, T. (2002). *The Nile River Valley*. Mead School District- Social Studies Unit.

John G. Hook

(b)(6)

john.hook@mead354.org

Mead School District Secondary Learning Services Director

Previous Educational Leadership Experience

PRINCIPAL, MT SPOKANE HIGH SCHOOL, MEAD, WA 2003-2012

ASSISTANT PRINCIPAL, LEWIS & CLARK HIGH SCHOOL, SPOKANE, WA 2000-2003
Curriculum 2002-2003, Student Administration 2000-2002

DIRECTOR, KERN VALLEY HIGH SCHOOL, LAKE ISABELLA, CA 1978-1983
Kern Valley Adult School, Athletics, Physical Education Department Chair

DIRECTOR, BISHOP AMAT HIGH SCHOOL, LA PUENTE, CA
Athletics

Teaching and Coaching Experience

Lewis & Clark High School, Spokane, WA 1983-2000, History/Social Studies, Physical Education, Head Football Coach

Kern Valley High School, Lake Isabella, CA, Physical Education, Head Football Coach, Asst. Basketball Coach

Bishop Amat High School, La Puente, CA, History/Social Studies, Asst. Football Coach

Education

Principal's Certificate Program, Washington State University, Pullman, WA 1998-2000

Master of Arts in Teaching, Whitworth College, Spokane, WA 1987-1989

Postgraduate Studies, Cal State University, Bakersfield, CA 1975-1983

Bachelor of Arts in History, Washington State University, Pullman, WA 1970-1973

Honors

2011 Washington State Football Coaches Hall of Fame

2009 Greater Spokane League "Principal of the Year"

1989 Spokane Public Schools "Teacher/Staffer of the Year"

Three time Greater Spokane League "Football Coach of the Year"

Inland Empire Kiwanis "Everyday Hero"

City of Spokane "Chase Youth Award Winner"

Janna Jo O'Leary

(b)(6)

janna.oleary@mead354.org

OBJECTIVE: Challenge students while promoting a lifetime of health and fitness.

QUALIFICATIONS: Northwood Physical Education Teacher 2010-2011 school year. Member of the Health and Fitness team, collaborated and taught health unit which included human growth and development, drug and alcohol prevention and nutrition and fitness.

EDUCATION:

Eastern Washington University, Cheney, WA (2001-2002)

Masters of Elementary Education (K-8)

Spokane Community College, Spokane, WA (2001-2002)

Spokane Community College, Spokane, WA (1989)

Eastern Washington University, Cheney, WA (1985-1989)

Bachelor of Arts in Business Management

Oregon State University, Corvallis, OR (1984-1985)

TEACHING EXPERIENCE:

Northwood Middle School, Mead School District

Physical Education Teacher (2010-present)

- *Directed girls' locker room*
- *Part of P.E. Frameworks committee*
- *Modeled and taught fitness and team related activities and skills*
- *Lead and disciplined large groups of students in a variety of situations (exercises, directions and expectations)*
- *Worked cooperatively with students, parents, colleagues and administrators, to create the best learning environment for the students*
- *Worked collaboratively with Health and Fitness department members to develop and implement consistent curriculum and strategies*
- *Challenge students while promoting lifetime health and fitness*

Shiloh Hills Elementary School, Mead School District

Physical Education Teacher (K, 3rd, 4th Grade (2006-2007)

- *Designed and implemented physical education activities for classes*
- *Worked collaboratively with PE teacher at Shiloh to access a variety of learners*
- *Created an environment characterized by mutual respect, trust and support of high levels of student achievement*
- *Knowledge of age-appropriate curricula and supporting resources*

Evergreen Elementary School, Mead School District

Challenge and Learning Facilitator (4-6th Grade), 2005-2006

Substitute Teacher (k-6th Grade), 2002-2006

3rd Grade Long-Term Substitute, 2005-2005

5th Grade Long-Term Substitute, 2002-2003

5th Grade Student Teacher, 2001-2002

- ***Designed and implemented cross curricular lessons incorporating multiple learning styles***
- ***Communicated regularly with parents through letters, phone calls, conferences and through E-mail***
- ***Case managed and identified highly gifted students***
- ***Coordinated/facilitated enrichment activities, opportunities and programs at the building level***
- ***Facilitated the use of comprehensive performance-based tasks and assessments including: CAT, WASL, CoGat, ITBS, CTBS, QRI, IRI and Running Records***
- ***Utilized the following computer programs with teachers and students: Word, Excel, PowerPoint, Reading Counts, SRI, Search Engines and Encarta***
- ***Infused technology into daily classroom activities***
- ***Incorporated motivating lesson plans and activities***
- ***Used effective classroom management to develop a productive and safe learning environment***
- ***Provided a wide range of learning strategies that appealed to children's interest, maximizing participation in the classroom***

Riverside Elementary and Middle School, Riverside School District

Gifted and Talented Teacher (3-6th Grade), 2002-2004

- ***Facilitated the ability to integrate higher-level thinking and problem solving activities on a daily basis***
- ***Demonstrated the ability to use various methods of assessment (ITBS, CTBS) to assess students' skills***
- ***Demonstrated the ability to problem solve, support and work cooperatively with colleagues, including 3-6 grade teachers***
- ***Utilized different strategies and teaching techniques to meet students' skill levels, learning styles and social-emotional needs***
- ***Created an environment for students of critical thinking and problem solving activities on a daily basis***

VOLUNTEER AND COACHING EXPERIENCE

- *JV Volleyball Coach NW Middle School 7th Grade Fall 2010*
- *SYSA Softball Coach Summer 2007*
- *AAU Assistant Basketball Coach 2006-2007*
- *SYSA Assistant Soccer Coach 2003-2006*
- *YMCA Assistant Basketball Coach 2005-2006*
- *North Side Softball Association Softball Coach 2005-2006*
- *Pony Baseball Assistant Coach 2005-2006*
- *Spokane County Parks Department Softball Assistant/Coach 1984-2006*
- *Assistant Basketball Coach girls und boys Evergreen Elementary 2001-2002*

Deborah Lynn Wilson
31 E. Falcon Ave.
Spokane, WA 99218
(509) 999-1195
Debby.wilson@mead354.org

Education: BA Washington State University, 1988
Plus 90 Clock hours

Credentials: Elementary Education
K-12 Reading Endorsement

Experience: Student Teaching -1988 ~ First Grade
Shiloh Hills Elementary, Spokane, WA

Title I ~ 1988 – 1989
Shiloh Hills Elementary, Spokane, WA

Second Grade ~ 1989 – 1996
Shiloh Hills Elementary, Spokane, WA

Library Specialist ~ 2001- 2006
Shiloh Hills Elementary, Spokane, WA

Health and Fitness Specialist ~ 2006-Present
Shiloh Hills Elementary, Spokane, WA

Community Involvement:

Mead Booster Club Treasurer, 2011 ~ Present
Lisa Gyllenhammer Boys and Girls Club Fund Raising Board
Volunteer Mead Food Bank
Parent Volunteer – Brentwood Elementary
PTSO Parent Volunteer Coordinator- Brentwood Elementary
Cat Scramble Golf Tournament Committee, Mead High
School

CHRISTINE SPINNELL

(b)(6)

EXPERIENCE

- Social Worker** **Mead School District** **Spokane, WA** **8/10-Present**
- Participate in Positive Behavior Interventions and Support leadership to implement school-wide behavior supports
 - Implement and facilitate student support groups for divorce, classroom skills, anger management, and friendship
 - Coordinate and lead the Behavior Support Team in planning behavior interventions
 - Provide crisis intervention services and safety plans with students and parents
 - Address student attendance by planning with families and implementing Becca Bill procedures
 - Assist with the instruction of the Personal Safety curriculum and social skills lessons in classrooms
 - Locate and coordinate resources for families in need
- Counseling Intern** **Ponderosa Elementary School** **Post Falls, ID** **4/09-6/10**
- Worked with students one-on-one and in groups to problem-solve school- and home-related issues
 - Taught character education classroom lessons to grades 1-5
 - Participated in IEP, 504, and behavior plan meetings with Multi-Disciplinary Team
 - Collaborated with Counselor and Principal regarding parent relationships, legal issues, and staff wellness projects
- Bartender/Trainer/Server** **Outback Steakhouse** **Spokane, WA** **4/04-08/11**
- Trained new servers in standards and procedures as well as menu knowledge
 - Calculated nightly sales numbers and tipshare allocation for the restaurant and prepared deposits
- Student Hall Director** **Albertson College of Idaho** **Caldwell, ID** **6/06-6/07**
- Participated on Residence Life Senior Staff Committee for the strategic planning and management of the department and managed a three person dormitory staff, chairing weekly staff meetings
 - Passed a dorm-wide Honor Code that included creation of a self-governing body

TRAININGS AND CERTIFICATIONS

Positive Behavior Interventions and Support Training	Educational Service District 101	2012-13
Northwest Justice Forum	Resolutions Northwest	2012
Trauma-Sensitive Training: effects of trauma on the child brain	Mead School District	2011
Right Response Training: appropriate interventions with violent students	Mead School District	2010
Educational Staff Associate in Social Work	Washington State	2010
Youth Suicide Prevention Training	Post Falls Police Department	2010

EDUCATION

- Masters of Social Work** **Eastern Washington University** **Cheney, WA** **2010**
- GPA: 3.87
 - Completed over 900 hours practicum
 - Relevant Coursework: School Social Work and School Law, Advanced School Social Work Practice, Alternatives to Domestic Violence, ADD/ADHD in the Schools, Assessment and Practice with Individuals and Families, Human Development in Contemporary Environments
- Bachelor of Arts in Business** **Albertson College of Idaho** **Caldwell, ID** **2007**
- GPA: 3.92
 - Concentration in Finance
 - Awards: Wall Street Journal Award for leadership, Scarab Award for academic excellence, Omicron Delta Kappa and Phi Eta Sigma Honor Societies, McCain Family Scholarship Recipient
 - Relevant Coursework: Introduction to Sociology, Criminology, Advanced Financial Management, International Finance, Financial Institutions, Policy Studies, Legal Environment of Business
- Payette High School** **Payette High School** **Payette, ID** **2003**
- GPA: 3.9
 - Valedictorian speaker

Cynthia A. Green, MPH

(b)(6)

EMPLOYMENT

PROGRAM MANAGER *Spokane Regional Health District* *Spokane, WA*
February 2006 – present – Oversees Healthy Communities Program areas in physical activity, nutrition, tobacco prevention and control and senior falls prevention. Lead staff using planning, preparation, promotion, policy, and physical change strategies to improve population health. Educate community leaders on how policy, systems and environmental changes impact the public's health. Guide program evaluation. Serve on interagency teams for accreditation, agency priorities, and changing public health to address social determinants of health and health inequities. Serve as founding member of Step UP and GO, a community coalition to increase healthy weight. Initiated and oversight of Spokane County Food Assessment to determine assets and gaps in food resources related to health, broadly defined. Develop funding applications to expand public health services. Guide staff in quality improvement processes including rapid cycle improvement and collaborative learning. Lead changes for program operations to address shrinking resources while maintaining services for community. Manage multiple budgets, subcontractors, and subrecipients. Hire, lead, evaluate, and coach seven staff members.

CONSULTING

GRANT WRITER *Spokane County Medical Society Foundation* *Spokane, WA*
June 2004–June 2005 – Researched funders, matching grants and needs, and wrote proposals for program support of Project Access. Coached staff in program evaluation. Proposals addressed to city, county, private foundations, and corporate sources. Attained \$165,000 in grants for organization.

GRANT WRITER *The Salvation Army* *Spokane, WA*
June 2002 – June 2005 – Developed grants for capital campaign, the United Way application, and operating grants. Attended meeting at Kresge Headquarters with client. Wrote 2003 and 2005 United Way applications that maintained nearly level funding in times of deep cuts. Coached staff in outcomes-based evaluation. Attained \$572,000 in grants toward capital campaign and programs.

CONSULTANT *Spokane Regional Health District* *Spokane, WA*
March 2001 – January 2006 – Researched injury data, developed and hosted community input for prioritization, and refocused injury prevention program to coincide with health district's strategic plan and developed funding strategy. Wrote concept papers for staff positions that were supported with county funds. Wrote successful federal grant for teen driving safety. Assisted Washington State Department of Health staff person in writing Spokane portion of falls prevention grant submitted to the Centers for Disease Control and Prevention, which yielded a three year research grant awarded. Researched best practices in physical activity and nutrition policy and developed compendium of resources and compiled recommendations for program. Recommended staff of Healthy Families/Active Kids coalition to move beyond networking and projects into policy and environmental change approach to physical activity and nutrition. Assisted Health Promotion unit in developing vision, mission and goals. Participated on team to develop trucker health program for HIV/AIDS and wrote proposals for funding project. Developed and wrote other program grants. Attained \$800,670 in grants to build capacity and promote community health.

GRANT WRITER *Eastern Washington State Historical Society* *Spokane, WA*
March 2000 – January 2006 -- **CAPITAL CAMPAIGN:** Wrote six successful foundation proposals for capital campaign, including grants from the Kresge Foundation and the Murdock Charitable Trust. Researched potential funders using the Internet and the Foundation Center. Determined appropriate support materials, created graphs and charts, drafted letters of support for community leaders and assembled proposal packages following foundation guidelines. Completed proposals provided easy development for numerous smaller successful proposals written by staff.

ENDOWMENT CAMPAIGN: Wrote successful \$500,000 Challenge Grant to National Endowment for the Humanities.

PROJECT FUNDS: Researched and developed project proposals to support exhibitions, public programming, and other projects. Proposals submitted to federal government and private foundations. Attained \$1,516,000 in grants to support capital campaign, endowment, and programs.

CONSULTANT *Health Improvement Partnership* *Spokane, WA*
March 2000 - August 2005 – Proposal development, project development in health care, group facilitation, data gathering and report writing, and water quality study manager for federal project.

EMPLOYMENT

PROJECT COORDINATOR *Washington State Department of Health* *Spokane, WA*
Sept. 1995 - Nov. 1999 – Assessed client needs and designed program and materials to meet needs in the Hanford Individual Dose Assessment Project, a three-state federally funded highly sensitive project. Proposed strategy and negotiated with partner states and federal agency for centralizing service delivery and thereby decreasing project costs by more than \$80,000 and assuring greater quality control. Each year wrote successively larger sections of three-state, nearly \$1 million, federal cooperative agreement application including detailed work plans, budgets, process evaluation, and reporting mechanisms. Designed and conducted three focus groups for evaluation. Developed policies and procedures to achieve the project's goals within the guidelines of the Department of Health. Initiated quality improvement processes – Pareto Chart, fishbone diagramming, effective meetings, goal setting –that increased service by 50 percent.

STATE COORDINATOR *Washington State Department of Health* *Spokane, WA*
Dec. 1994 - Nov. 1997 – Negotiated priorities, budgets, and activities of federally-funded Hanford Health Information Network in Washington with two partner states. Supervised nine staff in three field offices. Communicated with diverse and sometimes polarized interest groups to form unified work plans. Developed and managed budgets decreasing from \$1.1 million to \$600,000 according to state and federal guidelines. Wrote annual federal grant applications. Staffed Washington HHIN Citizen Advisory Board, which represented downwinders and the medical community, including board member recruitment and retention. Developed and administered Request for Qualifications and Quotations for media outreach project according to state guidelines. Selected national public relations firm and directed statewide \$200,000 media/public-relations campaign resulting in more than 15,000 new client contacts who received personal attention to their questions and concerns. Evaluation showed increased physician visits due to conversations, greater engagement in the issue, and attainment of resources.

HEALTH EDUCATOR *Washington State Department of Health* *Spokane, WA*
July 1993 - Dec. 1994 -- Provided education to the public and health care providers regarding radioactive materials released from Hanford and possible health effects.

PROJECT MANAGER *American Red Cross, National Headquarters* *Washington, DC*
March 1991 - May 1992 -- Directed development of nurse assistant training course including two student texts, video, instructor manual and resources. Negotiated all aspects of project with Mosby Publishing.

ASSOCIATE *American Red Cross, National Headquarters* *Washington, DC*
Feb. 1989 - March 1991 -- Wrote chapters of instructor manual and participant workbooks for child care training course. Developed successful proposal to Mosby Publishing for revision of nurse assistant project.

HEALTH EDUCATOR
Sept. 1980 - Jan. 1989 -- Planned, initiated and evaluated patient education, community health education, and worksite wellness programs for a local hospital, county health department, private company and

venture capital business. Specialized in developing materials for low literacy audiences. Employers included Mercy Hospital, Muskegon, Michigan; Prince George's County Health Department, College Park, MD; Johnson and Johnson Health Promotion, Inc., Reston, VA; and Focus Technologies, Washington, DC.

EDUCATION

University of Michigan, Master of Public Health, Health Behavior/Health Education, 1985
Central Michigan University, Bachelor of Science, Public Health Education, 1980

CONTINUING EDUCATION

Health Impact Assessment Training, Spokane, Washington. December 2 & 3, 2008
Policy Development, Spokane, Washington. November 14, 2007 & April 6, 2008
Sustainability

Grant Writing, The Grantsmanship Center. Five day course. October 2004
Starting a Nonprofit, Small Business Development Center, Spokane Community College, March 2002
Group Facilitation Methods, The Institute of Cultural Affairs, Seattle, WA. June, 2000
Grant Writing, The Grantsmanship Center, Washington, DC. January 1992

Jennifer Pearson Stapleton

(b)(6)

EDUCATION

M.A. Public Administration, Eastern Washington University, Cheney, Washington, 1998

B.A. Political Science, Gonzaga University, Spokane, Washington, 1991

CERTIFICATIONS

CGMS, Certified Grants Management Specialist, 2012

PROFESSIONAL EXPERIENCE

Grants Administrator

Spokane County, 1/2008 – Present

Serves as chief compliance officer for \$80 million in annual County expenditures under grants and Federal/ State contracts awarded to County departments. Developed and administers the County's central Office of Financial Assistance which is centralizing grants and Federal/State contracts administration for all County departments. Consults with County department heads and elected officials on strategic financial resource development and management. Oversees strategic planning and program implementation for increasing energy efficiency and meeting the County's goal of reducing energy consumption by 20% by the year 2020. Serves as primary contact for economic development efforts and leads efforts in financial resource identification and development for economic development projects. Developed and administers the Board of County Commissioners' Outside Agency Grants Program. Represents Spokane County on the Spokane Area Workforce Development Council and oversees the transition of the Council from a City of Spokane department to a public nonprofit corporation.

Director of Grants, Marketing & Technology

Inland Northwest Community Foundation

2/2006 – 1/2008

Responsible for managing the Grants Department, including designing and implementing a \$2 million competitive grants program, donor-advised grants and designated/agency funds. Served as primary contact for grantseekers and fundholders requiring assistance with grants. Reviewed competitive grant proposals, which included intensive budget and financial capacity analysis, and provided funding recommendations to the Board of Directors and designated volunteer committees. Developed and managed the budgets for marketing, grants and technology. Developed and provided training on grantwriting and organizational sustainability to nonprofit organizations throughout the region. Developed and initiated a comprehensive marketing and communications strategic plan that included media relations, communication guidelines for grant recipients, and collateral print materials. Launched a new website on an ASP platform with interactive functionality. Developed and uploaded all website content and design. Successfully implemented a branding campaign. Streamlined, centralized and improved overall agency communication. Developed and implemented an agency-wide technology plan. Served as the lead staff person for all press conferences and managed all marketing and communications activities related to special events.

Executive Director**Spokane County Domestic Violence Consortium, 1994 - 2006**

Served as chief executive officer in charge of day-to-day administration and management. Responsible for coordinating efforts and promoting consensus building with 275 volunteer Consortium members; developing, implementing and monitoring annual agency budget; hiring, supervising and terminating all agency personnel; developing and implementing long and short-term strategic plans in conjunction with the Board of Directors; developing and implementing organizational policies and procedures; administering contracts with subcontractors; developing and submitting grant applications and managing all grant-funded programs; developing and managing relationships with agency donors; providing public and professional education on intimate partner violence; developing and implementing effective public relations strategies; preparing and presenting program and agency reports; securing and assisting an independent certified public accounting firm in performing an annual A-133 audit; and providing regular reports and updates to the Board of Directors.

Served as the Principal Investigator and Program Manager of two three-year cooperative agreements with the U.S. Centers for Disease Control and Prevention. Served as Program Manager on a three-year National Institutes of Health grant researching domestic violence/stalking in the workplace. Primary author of the grant-funded training curriculum, "Child Witnesses to Intimate Partner Violence". Developed and marketed the program, Domestic (Intimate Partner) Violence: It's a Workplace Issue! which was used in a NIOSH-funded IPV in the workplace program. Authored and presented the training curriculum, "Identifying and Effectively Responding to Stalking on the College Campus" for colleges and universities funded by the Department of Justice Reducing Violence Crimes Against Women on the College Campus program. Authored and presented the curriculum, "Guidelines for First Responders to Intimate Partner Violence and Stalking" for Eastern Washington University Safe Campus program. Co-wrote and presented the train-the-trainer curriculum, "Guidelines for Identification of and Intervention in Intimate Partner Violence" a healthcare program for primary care, emergency room, and general practice physicians, nurses and physician's assistants.

Real Estate Marketing Specialist**Jim & Linda Miller, 1992 - 1994**

Responsible for all promotional marketing of real estate properties and researching properties for potential new buyers. Handled telephone and written communications for all parties. Completed research for real estate appraisals and set up an office management system in the appraisal office to track appraisals, invoicing and worker productivity.

Accounting & Audit Department Assistant**McFarland & Alton, CPA's, 1991 - 1992**

Assisted with the development and presentation of proposals for audit work to prospective clients. Provided clerical support to auditors and firm partners. Planned and organized staff and company functions.

ACHIEVEMENTS/HONORS

2002 Recipient, **Community Service Award**, Spokane Child Abuse and Neglect Prevention Council
2000 Recipient, **Community Service Award**, Spokane Child Abuse and Neglect Prevention Council
1999 Graduate, **Leadership Spokane**, Spokane Regional Chamber of Commerce
1999 Finalist, **Agora Business Excellence Award**, Spokane Regional Chamber of Commerce
1999 Recipient, **Advertising Excellence**, "You Have the Right" Adolescent Healthy Relationships PSA, Spokane Advertising Federation
1996 Recipient, **Professionalism Award**, Spokane County Domestic Violence Consortium
1995 Recipient, **Kendall I. Lingle Community Resources Award**, National Council of Juvenile and Family Court Judges

VOLUNTEER ACTIVITIES/AFFILIATIONS

Member, Spokane Community Network	2007 - 2012
Member, Spokane Public Relations Council	2006 - 2008
Trustee, Board of Directors, North Eastern Washington Treatment Alternatives	1999 - 2006
Member, Inland Northwest Development Council	1998 - 2008
Member, Washington State Attorney General's Grant Distribution Committee	1997
Member, Washington State Governor's Domestic Violence Task Force	1997
Member, Spokane County Domestic Violence Fatality Review Board	1999 - 2004
Member, Spokane County Law & Justice Council	1994 - 2006
Member, National Coalition Against Domestic Violence	1995 - 2003
Member, Washington State Coalition Against Domestic Violence	1994 - 2004
Member, Spokane County Sheriff's Department D.V. in the Workplace Advisory Board	2004 - 2006

PAPER AND SYMPOSIUM PRESENTATIONS

- Stapleton, J. & Jones, C. Identifying and Effectively Responding to Stalking on the College Campus. Grants to Reduce Violent Crimes Against Women on Campus Program Training and Technical Assistance Institute. The Campus Community Consortium: The University of Pennsylvania, University of the Sciences in Philadelphia, and Drexel University, Philadelphia, Pennsylvania, October, 2005.
- Stapleton, J. & Blodgett, C. Intimate Partner Violence. . .It's a Workplace Issue! Program Prevention, Intervention and Research Poster Presentation. Partnering in Workplace Violence Prevention: Translating Research to Practice, U.S. Centers for Disease Control & Prevention and NIOSH, Baltimore, November 2004.
- Stapleton, J. From Gay Marriage to Domestic Violence to Hate Crimes: What You Need to Know About Cases Coming to Your Court, 47th Washington Judicial Conference, Spokane, October 2004
- Blodgett, C. & Stapleton, J. Local Community Surveying to Assess the Impact of Intimate Partner Violence Prevention. Safety In Numbers. National Conference funded by the U.S. Centers for Disease Control and Prevention, Atlanta, April 2003.
- Stapleton J. Coordinated Community Responses to Prevent Intimate Partner Violence: The Spokane Experience. Program Evaluation and Family Violence Research: An International Conference, Durham, New Hampshire, July, 1999.
- Stapleton, J. The Formation of Cooperative Community Responses to Intimate Partner Violence: The Spokane Experience. Safe America: Fourth National Injury Control Conference, National Center for Injury Prevention and Control, Washington DC, November 1997.
- Stapleton, J. Creating a Safe America II: Acting Locally. American Trauma Society's National Trauma Conference, Washington DC, May 1997.
- Stapleton, J. Enhancing Community Empowerment in Domestic Violence Prevention. Worldwide Air Force Prevention Conference, Dallas, March 1997.

PUBLISHED TECHNICAL REPORTS

Stapleton, J, Blodgett, C, Hedlund, J, Hensarling, B (2004). Principal Findings and Policy Recommendations from the Spokane County Superior and District Court and Municipal Court Domestic Violence Case Study 1998-1999. Spokane County Domestic Violence Consortium.

MANUALS/TRAINING PROGRAMS

Pearson (Stapleton), J, Russell, Maureen, Morgan, Patricia (1996). Domestic Violence: It's a Workplace Issue! Spokane County Domestic Violence Consortium

Stapleton, J, Reynolds, B (1999). Guidelines for Identification Of an Intervention In Intimate Partner Violence. Spokane County Domestic Violence Consortium and Intimate Partner Violence Healthcare Advisory Board.

RESEARCH AND SERVICE GRANTS AND CONTRACTS

Stapleton, J. (2009). Spokane County Energy Efficiency & Conservation Block Grant Program, U.S. Department of Energy, \$701,600 over three years.

Stapleton, J. (2009). 2008 Spokane County Winter Storm Disaster Assistance, Federal Emergency Management Agency, \$1.4 million over four years.

Stapleton, J. (2000). Spokane Coordinated Community Response to Prevent Intimate Partner Violence, U.S. Centers for Disease Control and Prevention, \$1.9 million over four years.

Stapleton, J. (1996). Spokane Coordinated Community Response to Prevent Intimate Partner Violence, U.S. Centers for Disease Control and Prevention, \$2.4 million over three years.

Blodgett, C. & Erp, M. (2002). Program Manager under The Spokane Workplace Domestic Violence Initiative. National Institutes of Health, \$1.4 million over three years.

Maria Crabb

(b)(6)

maria.crabb@mead354.org

Education: BA in Education, EWU 1976
MA in Education, Lesley College 1996

Credential: K-12 Continuing Standard Certificate

Experience: 35 years as a teacher
20 years as a coach

1977-1979 Shelton Middle School in Shelton, WA
P.E. and English teacher
Coaching: Gymnastics, Basketball, Drama productions

1979-1980 Mead High School
Drama and Speech teacher
Coaching: Drama productions

1980-1997 Mead Junior High School
P.E., Drama and Speech teacher
Care Team Coordinator
Coaching: Volleyball, Softball, Dance Team, Drama productions

1997-Present Mt. Spokane High School
P.E. Teacher
Coaching: Softball

Community Involvement:

Spokane Civic Theater Volunteer (actor in many productions 1972-2012)
Lilac Bloomsday Trade Show and post run events in Riverfront Park.
Drug and Alcohol Prevention and Recovery Groups.

References: Dr. Edie Evans, Professor, EWU Cheney, WA
Dr. Stanley T. Williams, Professor, SFCC District #17
Ralph Sharp, retired Principal Mead Junior High School, Mead School District #354 (1980-1997)
John Hook, Principal, Mt. Spokane High School, Mead School District #354 (2003-2012)

PROGRAM SPECIFIC ASSURANCE

Agency Name: Mead School District DUNS #09-368-0502

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

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

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

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

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

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

Coordinated School Health Program

Team Nutrition Training Grant

Recovery Act Communities Putting Prevention to Work – Community Initiative

Others not listed here

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

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

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

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

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



Signature of Authorized Representative, Superintendent of Mead School District

Mead School District 4/4/2013

Applicant Organization Date Submitted

LEA Partner Agreement for Competitive Preference Priority #2:

Agency Name: Mead School District DUNS # 09-368-0502

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

Page 1 of 5 (LEA Partner)

LEA Authorized Representative Name: Tom Rockefeller

Roles and Responsibilities:

The school district will provide a PEP Grant Coordinator to oversee and administer the grant at 20% of their available time over the three year life of the grant. The district also commits to partnering with multiple community entities to achieve the goals and objectives outlined in the PEP proposal, PROJECT HAL. All current physical education equipment budgets will be aligned to PEP curriculum equipment needs. In addition, the Physical Education teachers will donate 36 hours a year for PEP activities along with their 6 hour training bank to use for PEP Objective training. To support our students in promoting healthy active lifestyles with safe practices for bicycles and pedestrians we will allocate two hours to each building for our Resource Officer to conduct safety seminars for students.

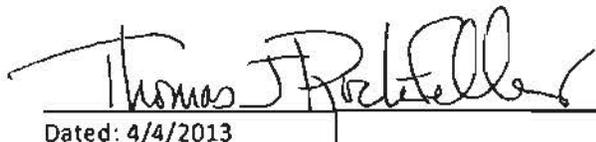
The Mead School District is committed to aligning resources in accordance with the PEP priorities to create experiences that increase healthy active lifestyles for students and staff. Currently four administrators have committed to serving on the SHAC and overseeing the grant in addition to updating policies tied to nutrition, health and physical education.

Contribution to the Project:

- PEP Coordinator at 20% = \$21,592
- Utilize allocated budget monies for equipment needs \$20,800
- Teacher self-directed supplemental pay, 12 minutes per day for 1 hour per week (33 teachers x \$46/hour X 36 hours = \$54,648)
- Teacher self-directed training hours 6 hours x 33 teachers @ \$46 = \$9,108
- Professional Development 1 day X 33 teachers @ \$125 = \$4125
- School Resource Officer safety lessons, 2 hours x 8 schools @ \$24 / hour = \$384

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

Signature of LEA's Authorized Representative:


Dated: 4/4/2013

CBO Name: YMCA of Spokane

Roles and Responsibilities:

The YMCA of Spokane agrees to partner with the Mead School District in support of the Carol M. White PEP Grant for 2013 – 2016 school years. The YMCA offers before and after school care to students currently at 9 different sites in the Mead School District. As part of the partnership the Y will align their program with the fitness and nutrition goals of the Mead Schools by utilizing the specific curriculum that spirals from the school day physical education program to the after school YMCA component. The YMCA will contribute for staff to be trained for the curriculum implementation as well as eight field trips for students

To support the goals and objectives of the PEP Grant the YMCA will host two introductory nights for students that attend the YMCA Mead sites and their families to visit and participate in activities at our north side YMCA facility. In addition, two Family Focus Nights on healthy active lifestyles will be sponsored by the YMCA and will culminate with a nutritious dinner with recipes for families to take home.

Last, the YMCA will provide staff and service for one of our middle schools, free of charge to students, to incorporate healthy physical active lifestyles and provide supported time for homework completion.

Contribution to the Project:

- Mountainside Middle School YMCA After School Program free for students – 2 Staff @ \$12 / hour for 2.5 hours three days a week for 36 weeks = \$6,480
- Two YMCA Family Nights – night for all YMCA Mead School District Site families
- Two Family Physical Activity Focus Nights with healthy dinner served at an east and west side elementary school location 3 staff @ \$12/hr. x 1.5 hours = \$108
- Eight field trips (one per site) to local grocery stores / farmer's markets \$50 x 8 busses; 2 staff @ \$12/hour x 1.5 hours = \$688
- Professional Development for Curriculum Implementation 1 Day x 20 Staff @ \$12 for 7.5 hours = \$1,800
- Instruction of After School Curriculum, 1 hour, 48 lessons, 2 staff @ \$12/per hour x 48 = \$1,152 at ten sites, = \$11,520

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

Signature of CBO's Authorized Representative

(b)(6)



Dated: 4/1/2013

Page 2 of 5 (CBO Partner)

CBO Name: Lisa Stiles – Gyllenhammer Boys & Girls Club of North Spokane

Roles and Responsibilities:

In support of the Mead School District PEP Grant the after school physical health education curriculum will be implemented for students grades K – 8. This program serves a total of 1300 students with an average daily attendance of 150 students. 98% of these students attending the Mead Schools. The Club is an advocate for healthy active lifestyles for all students are excited to partner with the Mead School District and PROJECT HAL.

In addition to incorporating the after school curriculum, the Club will also sponsor two fun runs which parallels the objectives of keeping our kids fit. The Boys & Girls Club will continue to facilitate their Be GREAT: Eat GREAT program, which is an 8 week healthy eating cooking class in their kitchen facility, tying into our PEP priorities. Further, the Club staff will oversee the student gardeners and supervise the care of the community garden to enrich components of healthy food choices.

Last, the Boys & Girls Club will provide access to Kidtrax which is their data tracking system for attendance and participation.

Contribution to the Project:

- Professional Development 1 day for 2 staff @ \$10 /hour; 1 staff @ \$17.25 = \$355
- Fun Run 2x a Year with student volunteers from two neighboring colleges & 2 staff @ \$10 / hour = \$40 x two events = \$80
- Be Great: Eat Great average daily program cost = \$100 day x 8 weeks (for staff and supplies) = \$4,000
- Staff Supervision of student community gardeners 1 staff X 1 hour per day, 5 days a week, 5 months a year = \$1,000

This agreement is in support of MEAD 354 / Boys + Girls Club PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of CBO's Authorized Representative:

(b)(6)

Dated: 4/2/13

Page 2 of 5 (CBO Partner)

CBO Name: Mead Retired Educators

Roles and Responsibilities:

The Retired Mead Educators Association is supportive of the Mead School District in achieving goals and objectives of their PEP Grant, PROJECT HAL (Healthy Active Lifestyles). Encouraging students to be active and making healthy food choices is something that is apparent and linked to a fulfilling retired lifestyle.

Gardening can be an inclusive, effective and engaging strategy for teaching our children about the importance of local, sustainable, and healthy food choices. The Mead Retired Educators will donate their time in constructing and designing three raised bed gardens in the common area at the Boys and Girls club located at a former Mead school site. In addition, time will be volunteered to the startup of the garden each year.

Contribution to the Project:

- Construction and design of three raised bed gardens 3 educators x \$20 / hour for 8 hours = \$480
- Maintenance and startup of garden beds each spring 2 hours x 3 educators x \$20 / hour = \$120

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

Signature of CBO's Authorized Representative:

(b)(6)

John Keith, Mead Retired Educator

Dated: 4/3/2013

Page 3 of 5 (Public Health Entity Partner)

Public Health Partner Name: Spokane Regional Health District

Background:

As part of the Spokane Regional Health District's Healthy Communities Program we offer trainings for organizations to improve and incorporate policy, systems, and environmental changes that support healthy lifestyles. Over the past year, Mead School District has participated in two trainings that specifically relate to the PEP grant purposes. The Food Services Director participated in the Smarter Lunch Room Design workshop that taught how to incorporate behavioral economics into the food service lines. The district is starting to incorporate these changes into their practice. In addition, the Transportation Director attended the Walking School Bus training offered last fall.

Roles and Responsibilities:

Spokane Regional Health District (SRHD) will continue to support the Mead School District (MSD) in its goal to improve physical education for students through collaborative efforts. We will serve on the School Health Advisory Council and provide evidence based recommendations for enhancing healthy lifestyles through sustainable policy, systems, and environmental changes. SRHD will also provide linkages to other community programs that can assist the district in promoting healthy lifestyles for students, faculty and administrators.

SRHD will provide technical assistance as follow up to trainings such as Smarter Lunch Room Design and Walking School Buses as requested. SRHD will also provide access to materials that support these changes.

Mead School District will also be invited to additional free or low cost trainings that the SRHD hosts that will support increasing healthy lifestyles.

Contribution to the Project:

- ☐ 4 hours per School Health Advisory Council meeting – 4 hours x 6 meetings/ year x 3 years x 70.10/hour (includes salary, benefits, covered program support and indirects) = \$5047 + \$165 (mileage) = \$5212.

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

Signature of Public Health Entity's Authorized Representative:

(b)(6)

Digitally signed by Lloyd Lee Smith
DN: cn=Lloyd Lee Smith, c=Spokane Regional
Health District, ou=Administrator,
email=lsmith@srhd.org, c=US
Date: 2013.04.01 17:02:19 -0700

Lloyd L. Smith

Dated: 4/1/13

Page 4 of 5 (LEA's Food Service or Child Nutrition Director)

Child Nutrition Director Name: Kim Elkins

Roles and Responsibilities:

Our Child Nutrition Director will donate her time to serve on our School Health Advisory Council 6 times per year. This department will collaborate with physical education instructors and classroom teachers in providing posters showcasing nutritional food choices and the MyPlate components.

Our Child Nutrition Director will work with school sites in providing fresh fruit and vegetables in their menu planning for both breakfast and lunch choices. They are also incorporating Smarter Lunchroom Design techniques created by Cornell University Research with support as well from the Spokane Public Health. This program encourages consumption of healthy products.

Contribution to the Project:

- Serving on the SHAC, 6 meetings (6 meetings for 4 hrs each \$35.82 /hr = \$860)

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

Signature of Food Services Authorized Representative:

(b)(6)

Dated 4/3/13

Page 5 of 5 (Head of Local Government)

Head of Local Government Name (or designee): Board of County Commissioners of Spokane County, Washington designates Jennifer Stapleton, Grants Administrator

Roles and Responsibilities:

The Board of County Commissioners of Spokane County, Washington advocates for community wellness and strongly supports Mead School District's Healthy Active Living (HAL) project as proposed for a Carol M. White PEP Grant. Spokane County has designated its Grants Administrator, Jennifer Stapleton, to serve on the School Health Advisory Committee overseeing this project. In addition, Shelly O'Quinn, current Chair of the Board of County Commissioners of Spokane County also serves on the Mead School District's Advisory Board for its Riverpoint Academy.

Contribution to the Project:

Spokane County commits to designating its Grants Administrator to participate the School Health Advisory Committee overseeing the HAL Project, as well as the Carol M. White PEP Grant. The County understands this commitment to be 4 hours X 6 meetings per year.

This agreement is in support of Mead School District 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



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Overall Scorecard

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

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

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Overall Scorecard

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

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

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Overall Scorecard

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

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

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Overall Scorecard

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

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

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Overall Scorecard

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

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

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Overall Scorecard

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

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

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Overall Scorecard

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

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

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Overall Scorecard

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

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

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Overall Scorecard

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

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

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Overall Scorecard

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

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

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Overall Scorecard

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

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

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Overall Scorecard

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

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

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Washington State Office of Superintendent of Public Instruction
 Restricted Indirect Cost Rates - Five Year Listing
 Address questions to Ramona Garner at ramona.garner@k12.wa.us

CCDDD Name		2008-09 (based on 2006-07 expenditure data)	2009-10 (based on 2007-08 expenditure data)	2010-11 (based on 2008-09 expenditure data)	2011-12 (based on 2009-10 expenditure data)	2012-13 (based on 2010-11 expenditure data)
State Average		3.6%	3.0%	3.5%	4.3%	4.0%
32354	MEAD	3.2%	2.2%	2.7%	4.9%	5.1%
32326	MEDICAL LAKE	1.7%	1.3%	3.4%	4.2%	3.5%
17400	MERCER ISLAND	5.5%	6.0%	4.7%	3.3%	4.5%
37505	MERIDIAN	2.2%	2.6%	9.1%	7.1%	0.9%
24350	METHOW VALLEY	3.3%	2.9%	3.4%	4.5%	2.3%
30031	MILL A	7.2%	7.2%	15.3%	16.1%	15.3%
31103	MONROE	3.8%	4.1%	4.3%	3.3%	2.9%
14066	MONTESANO	1.2%	2.1%	2.7%	32.3%	2.4%
21214	MORTON	3.9%	3.5%	5.4%	5.0%	4.3%
13161	MOSES LAKE	2.0%	2.5%	2.6%	2.6%	2.1%
21206	MOSSYROCK	2.9%	2.9%	3.4%	5.0%	6.1%
39209	MOUNT ADAMS	3.3%	4.6%	4.8%	4.0%	4.9%
37507	MOUNT BAKER	3.0%	3.7%	4.2%	4.2%	3.2%
30029	MOUNT PLEASANT	6.1%	2.9%	1.3%	2.0%	20.3%
29320	MT VERNON	2.3%	2.6%	3.1%	2.6%	2.6%
31006	MUKILTEO	3.6%	4.0%	4.2%	3.8%	3.2%
39003	NACHES VALLEY	8.7%	6.6%	5.2%	5.8%	5.1%
21014	NAPAVINE	5.3%	3.9%	4.4%	4.9%	4.9%
25155	NASSELLE GRAYS RIV	1.4%	1.5%	1.6%	1.4%	2.0%
24014	NESPELEM	7.5%	15.7%	7.0%	3.4%	7.8%
26056	NEWPORT	1.8%	2.6%	1.8%	1.8%	3.1%
32325	NINE MILE FALLS	3.0%	3.0%	2.0%	1.9%	2.6%
37506	NOOKSACK VALLEY	2.4%	2.9%	3.1%	2.9%	3.4%
14064	NORTH BEACH	1.0%	2.1%	3.6%	1.4%	1.7%
11051	NORTH FRANKLIN	3.8%	3.8%	2.0%	2.9%	3.9%
18400	NORTH KITSAP	3.3%	3.0%	2.8%	1.5%	3.0%
23403	NORTH MASON	1.6%	3.8%	5.5%	5.1%	3.0%
25200	NORTH RIVER	11.6%	5.4%	3.6%	6.7%	8.1%
34003	NORTH THURSTON	3.2%	4.2%	3.6%	3.3%	2.7%
33211	NORTHPORT	2.5%	2.7%	4.6%	4.1%	3.0%
17417	NORTHSHORE	3.4%	3.4%	3.3%	3.6%	3.6%
15201	OAK HARBOR	2.5%	3.0%	3.8%	4.2%	4.3%
38324	OAKESDALE	6.0%	10.9%	4.7%	0.4%	3.0%
14400	OAKVILLE	11.1%	10.8%	5.4%	3.9%	5.7%
25101	OCEAN BEACH	3.8%	3.8%	2.5%	6.4%	8.9%
14172	OCOSTA	3.4%	2.3%	3.1%	2.7%	2.4%
22105	ODESSA	3.7%	2.3%	2.2%	3.1%	3.7%
24105	OKANOGAN	3.7%	4.0%	4.3%	3.5%	2.8%
34111	OLYMPIA	3.2%	4.0%	2.9%	3.1%	3.3%
24019	OMAK	4.3%	5.3%	4.6%	2.5%	1.6%

OVERALL PECAT SCORECARD

To complete the overall PECAT scorecard and examine strengths and weaknesses of a single curriculum, transfer each of the individual scores from the completed content and student assessment analyses scorecards to the corresponding location below.

STANDARD	Content Analysis Score for Each Grade Level				STANDARD	Student Assessment Analysis Score for Each Grade Level			
	K-2	3-5	6-8	9-12		K-2	3-5	6-8	9-12
Standard #1	7	8	7	7	Standard #1	7	6	7	6
Standard #2	6	9	8	7	Standard #2	6	8	8	8
Standard #3	10	10	10	10	Standard #3	9	10	10	10
Standard #4	10	10	10	10	Standard #4	10	10	10	10
Standard #5	9	9	9	9	Standard #5	9	10	8	8
Standard #6	8	7	7	9	Standard #6	7	8	7	7
<i>Additional Standards:</i>					<i>Additional Standards:</i>				
#1	10	10	10	10	#1	10	10	10	10
#2					#2				
#3					#3				
#4					#4				

Curriculum Improvement Plan Worksheet

Identified weaknesses within PECAT results	PECAT Committee recommendations	Necessary actions	Persons responsible and completion dates
<p>This curriculum is lacking specific lessons pertaining to motor skill development and movement patterns. However, our current program is strong in this area.</p>	<p>The Five for Life program provides the missing content in nutrition and fitness that is necessary for us to have a comprehensive program.</p> <p>Develop a comprehensive standards based program in the areas of academic fitness and health content, fitness and motor skill development.</p>	<p>Provide professional development for teachers in how to reorganize the PE program.</p> <p>Develop a curriculum map that identifies and articulates essential content in the areas of academic fitness and health content, fitness activities and motor skill development.</p>	<p>Begin in October of 2010</p> <p>Begin in Spring of 2011</p>
<p>This curriculum is lacking protocols to assess students abilities in motor skills and the breakdown of skill development at each grade level. However, our current program is strong in this area.</p>	<p>The Five for Life program provides the missing content in nutrition and fitness that is necessary for us to have a comprehensive program.</p> <p>Develop a comprehensive standards based assessment plan in the areas of academic fitness and health content, fitness and motor skill development.</p>	<p>Provide professional development in the areas of assessment in academic, fitness and motor skills.</p> <p>Develop an assessment plan that identifies outcome benchmarks at grades 5,8 and HS.</p> <p>Develop communication plan to community regarding new comprehensive standards based program.</p>	<p>Begin in October of 2010</p> <p>Begin in Spring of 2011</p> <p>Begin in Spring of 2011</p>
<p>This curriculum is lacking specific lessons regarding cultural diversity, history and art. However, our current program is adequate in this area.</p>	<p>Align current curriculum materials with Five for Life program in relation to cultural diversity, history and art.</p>	<p>Provide professional development in providing culturally diverse lessons so needs of all students are met.</p> <p>Develop curriculum map that integrates culturally diverse lessons into the areas of academic fitness and health content, fitness activities and motor skill development.</p>	<p>Begin in October of 2010</p> <p>Begin in Spring of 2011</p>

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

After implementation of this curriculum, by grade 2, students will be able to:

HEALTHY EATING (Check all that are given attention in the curriculum)

- Explain the importance of choosing healthy foods and beverages.
- Identify a variety of healthy snacks.
- Identify the benefits of drinking plenty of water.
- Describe the benefits of eating breakfast every day.
- Describe the type of foods and beverages that should be limited.
- Describe body signals that tell people when they are hungry and when they are full.
- Describe how to keep food safe from harmful germs.
- Identify eating behaviors that contribute to maintaining a healthy weight.

Additional Concepts

- _____
- _____
- _____

CONCEPT COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the concepts. (100%)**
- 3 = most of the concepts. (67-99%)**
- 2 = some of the concepts. (34-66%)**
- 1 = a few of the concepts. (1-33%)**
- 0 = none of the concepts. (0)**

CONCEPT COVERAGE SCORE



TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

After implementation of this curriculum, by grade 5, students will be able to:

HEALTHY EATING (Check all that are given attention in the curriculum)

- Name the food groups and a variety of nutritious food choices for each food group.
Explain the importance of eating a variety of foods from all the food groups.
Identify the number of servings of food from each food group that a child needs daily.
Summarize the benefits of healthy eating.
Explain the concept of eating in moderation.
Describe the benefits of eating plenty of fruits and vegetables.
Summarize the benefits of drinking plenty of water.
Identify nutritious and non-nutritious beverages.
Identify foods that are high in fat and low in fat.
Identify foods that are high in added sugars.
Describe the benefits of limiting the consumption of fat and added sugar.
Conclude that breakfast should be eaten every day.
Summarize body signals that tell people when they are hungry and when they are full.
Describe methods to keep food safe from harmful germs.
Explain that both eating habits and level of physical activity can affect a person's weight.
Explain how eating disorders impact proper nutrition.

Additional Concepts

- Blank checkboxes for additional concepts.

CONCEPT COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the concepts. (100%)
3 = most of the concepts. (67-99%)
2 = some of the concepts. (34-66%)
1 = a few of the concepts. (1-33%)
0 = none of the concepts. (0)

CONCEPT COVERAGE SCORE

3

TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-11 for Standard 2 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

2

Transfer this score to Standard 2: Analyzing Influences (see Student Learning/Application line) on the *Overall Summary Form - Chap. 3*.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-11 for Standard 2 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

2

Transfer this score to Standard 2: Analyzing Influences (see Teacher Instruction/Assessment line) on the *Overall Summary Form - Chap. 3*.

Notes:

Standard **3** Students will demonstrate the ability to access valid information and products and services to enhance health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-13 for Standard 3 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks) 4 +

Transfer this score to Standard 3: Accessing Valid Information (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-13 for Standard 3 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks) 4

Transfer this score to Standard 3: Accessing Valid Information (see Teacher Instruction/Assessment line) on the *Overall Summary Form*- Chap. 3.

Notes:

Standard 4 | Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-15 for Standard 4 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks) 4

Transfer this score to Standard 4: Communication Skills (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-15 for Standard 4 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks) 4

Transfer this score to Standard 4: Communication Skills (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-17 for Standard 5 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

4

Transfer this score to Standard 5: Decision Making (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-17 for Standard 5 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

4

Transfer this score to Standard 5: Decision Making (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard  Students will demonstrate the ability to use goal-setting skills to enhance health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-19 for Standard 6 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 6: Goal Setting (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-19 for Standard 6 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 6: Goal Setting (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See pages HE-21 and HE-22 for Standard 7 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

4

Transfer this score to Standard 7: Practicing Healthy Behaviors (see Student Learning/Application line) on the *Overall Summary Form - Chap. 3*.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See pages HE-21 and HE-22 for Standard 7 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

4

Transfer this score to Standard 7: Practicing Healthy Behaviors (see Teacher Instruction/Assessment line) on the *Overall Summary Form - Chap. 3*.

Notes:

Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-25 for Standard 8 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks) 4

Transfer this score to Standard 8: Advocating for Health (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-25 for Standard 8 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks) 4

Transfer this score to Standard 8: Advocating for Health (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

After implementation of this curriculum, by grade 8, students will be able to:

HEALTHY EATING (Check all that are given attention in the curriculum)

- Summarize a variety of nutritious food choices for each food group.
- Classify the number and appropriate sizes of servings of food from each food group that a person needs each day.
- Explain why some food groups have a greater number of recommended portions than other food groups.
- Analyze the benefits of healthy eating.
- Describe the federal dietary guidelines for teens.
- Explain the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources.
- Describe the benefits of eating in moderation.
- Summarize the benefits of eating plenty of fruits and vegetables.
- Analyze the benefits of drinking plenty of water.
- Differentiate between nutritious and non-nutritious beverages.
- Identify foods that are high in fiber.
- Identify food preparation methods that add less fat to food.
- Identify examples of whole grain foods.
- Describe the benefits of consuming an adequate amount of calcium and a variety of foods high in calcium.
- Describe the benefits of eating a variety of foods high in iron.
- Summarize the benefits of limiting the consumption of fat and added sugar.
- Describe the relationship between what people eat their physical activity level, and their body weight.

Healthy Eating, Grades 6-8 continued on next page.

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

After implementation of this curriculum, by grade 8, students will be able to:

HEALTHY EATING (Check all that are given attention in the curriculum)

- Explain various methods available to evaluate body weight.
- Identify healthy and risky approaches to weight management.
- Differentiate between a positive and negative body image, and state the importance of a positive body image.
- Describe the signs, symptoms, and consequences of common eating disorders.
- Summarize how eating disorders impact proper nutrition.
- Summarize food safety strategies that can control germs that cause food borne illnesses.

Additional Concepts

- _____
- _____
- _____

CONCEPT COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the concepts.** (100%)
- 3 = most of the concepts.** (67-99%)
- 2 = some of the concepts.** (34-66%)
- 1 = a few of the concepts.** (1-33%)
- 0 = none of the concepts.** (0%)

CONCEPT COVERAGE SCORE



TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard 2) Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-11 for Standard 2 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

2

Transfer this score to Standard 2: Analyzing Influences (see Student Learning/Application line) on the *Overall Summary Form - Chap. 3*.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-11 for Standard 2 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

2

Transfer this score to Standard 2: Analyzing Influences (see Teacher Instruction/Assessment line) on the *Overall Summary Form - Chap. 3*.

Notes:

Standard **3** Students will demonstrate the ability to access valid information and products and services to enhance health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-13 for Standard 3 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks) 4 +

Transfer this score to Standard 3: Accessing Valid Information (see Student Learning/Application line) on the *Overall Summary Form - Chap. 3.*

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-13 for Standard 3 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks) 4

Transfer this score to Standard 3: Accessing Valid Information (see Teacher Instruction/Assessment line) on the *Overall Summary Form - Chap. 3.*

Notes:

Standard 4 | Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-15 for Standard 4 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

4

Transfer this score to Standard 4: Communication Skills (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-15 for Standard 4 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

4

Transfer this score to Standard 4: Communication Skills (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-17 for Standard 5 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

4

Transfer this score to Standard 5: Decision Making (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-17 for Standard 5 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

4

Transfer this score to Standard 5: Decision Making (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard  Students will demonstrate the ability to use goal-setting skills to enhance health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-19 for Standard 6 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 6: Goal Setting (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-19 for Standard 6 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 6: Goal Setting (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See pages HE-21 and HE-22 for Standard 7 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

4

Transfer this score to Standard 7: Practicing Healthy Behaviors (see Student Learning/Application line) on the *Overall Summary Form - Chap. 3*.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See pages HE-21 and HE-22 for Standard 7 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

4

Transfer this score to Standard 7: Practicing Healthy Behaviors (see Teacher Instruction/Assessment line) on the *Overall Summary Form - Chap. 3*.

Notes:

Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-25 for Standard 8 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

4

Transfer this score to Standard 8: Advocating for Health (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-25 for Standard 8 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

4

Transfer this score to Standard 8: Advocating for Health (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard 1 | Students will comprehend concepts related to health promotion and disease prevention.

After implementation of this curriculum, by grade 12, students will be able to:

HEALTHY EATING (Check all that are given attention in the curriculum)

- Describe the recommendations of the *Dietary Guidelines for Americans*.
- Describe the relationship between nutrition and overall health.
- Describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.
- Analyze the benefits of healthy eating.
- Explain food sources that provide key nutrients.
- Describe the importance of eating a variety of the appropriate foods to meet daily nutrient and caloric needs.
- Analyze the benefits of drinking water before, during, and after physical activity.
- Explain how to incorporate foods that are high in fiber into a healthy daily diet.
- Explain how to incorporate an adequate amount of calcium into a healthy daily diet.
- Explain how to incorporate an adequate amount of iron into a healthy daily diet.
- Identify how to make a vegetarian diet healthy.
- Describe the importance of healthy eating and physical activity in maintaining a healthy weight.
- Explain how the *Dietary Guidelines for Americans* are useful in planning a healthy diet.

Healthy Eating, Grades 9-12 continued on next page.

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

After implementation of this curriculum, by grade 12, students will be able to:

HEALTHY EATING (Check all that are given attention in the curriculum)

- Describe healthy and risky approaches to weight management.
- Explain the effects of eating disorders on healthy growth and development.

Additional Concepts

- _____
- _____
- _____
- _____

CONCEPT COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the concepts.** (100%)
- 3 = most of the concepts.** (67-99%)
- 2 = some of the concepts.** (34-66%)
- 1 = a few of the concepts.** (1-33%)
- 0 = none of the concepts.** (0%)

CONCEPT COVERAGE SCORE



TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

This is the end of Standard 1

Standard **2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-11 for Standard 2 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

2

Transfer this score to Standard 2: Analyzing Influences (see Student Learning/Application line) on the *Overall Summary Form - Chap. 3*.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-11 for Standard 2 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

2

Transfer this score to Standard 2: Analyzing Influences (see Teacher Instruction/Assessment line) on the *Overall Summary Form - Chap. 3*.

Notes:

Standard **3** Students will demonstrate the ability to access valid information and products and services to enhance health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-13 for Standard 3 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks) 4 +

Transfer this score to Standard 3: Accessing Valid Information (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-13 for Standard 3 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks) 4

Transfer this score to Standard 3: Accessing Valid Information (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard 4 | Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-15 for Standard 4 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks) 4

Transfer this score to Standard 4: Communication Skills (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-15 for Standard 4 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks) 4

Transfer this score to Standard 4: Communication Skills (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-17 for Standard 5 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

4

Transfer this score to Standard 5: Decision Making (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-17 for Standard 5 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

4

Transfer this score to Standard 5: Decision Making (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard  Students will demonstrate the ability to use goal-setting skills to enhance health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-19 for Standard 6 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 6: Goal Setting (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-19 for Standard 6 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 6: Goal Setting (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See pages HE-21 and HE-22 for Standard 7 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

4

Transfer this score to Standard 7: Practicing Healthy Behaviors (see Student Learning/Application line) on the *Overall Summary Form - Chap. 3*.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See pages HE-21 and HE-22 for Standard 7 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

4

Transfer this score to Standard 7: Practicing Healthy Behaviors (see Teacher Instruction/Assessment line) on the *Overall Summary Form - Chap. 3*.

Notes:

Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-25 for Standard 8 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

4

Transfer this score to Standard 8: Advocating for Health (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-25 for Standard 8 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

4

Transfer this score to Standard 8: Advocating for Health (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

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](#)

Mead School District Budget Narrative – Federal Funds – Year One

The following expenditures have been identified to meet our goals and objectives. Following each description of cost we have listed Table References from the Project Narrative that identify the aligned curricular components in detail.

Personnel

PEP Manager: Will be responsible to carry out and accomplish the tasks needed to meet the PEP objectives. This person will develop plans for training and travel, bid out equipment, curriculum and services and create distribution plans for curriculum and equipment. PEP Manager: The PEP Manager will work 100% of their time on the PEP grant. (\$70,000 in years 1, 2 and 3) Table 3.1, 3.2, 3.3, 3.4, & 3.5

PEP Manager	\$70,000
-------------	----------

Professional Staff Development: To be paid at the District approved substitute rate. 7 professional staff development days will help with implementation of the physical education curriculum. (7 Days X 33 Teachers X \$100/day = \$23,100) Table 3.1, 3.3, 3.4 & 3.5

Professional Staff Development	\$23,100
--------------------------------	----------

Substitute Costs for Offsite Professional Development Opportunities: To be paid at the District approved substitute rate. Over the 3 year period substitutes will be required to allow for the Physical Education staff to attend the State and National AAHPERD Conferences and PEP required meetings. (24 Substitute Days X \$100/day in year 1 = \$2,400) Table 3.1, 3.3, 3.4, & 3.5

Substitute Costs for Offsite Professional Development Opportunities	\$2,400
---	---------

Personnel Subtotal	\$95,500
---------------------------	-----------------

Fringe Benefits

This is the estimated benefit rate contracted employees. Includes health, FICA, state tax and retirement and is calculated at 25% of an individual's annual salary. Table 3.1, 3.2, 3.3, 3.4, & 3.5

Fringe Benefits	\$23,875
-----------------	----------

Fringe Subtotal	\$23,875
------------------------	-----------------

Travel

Project Director Meeting Travel: Travel for 2 people to attend the 2-day Project Director's Meeting in order to fully understand the requirements necessary to implement the PEP grant. Includes travel, lodging and meals. (Airfare \$570 x 2 people = \$1140; Ground \$65 x 2 people x 2 days = \$260; Hotel \$200 x 2 people x 2 days = \$800; Meals \$78 x 2 people x 3 days = \$468) (1140 + 260 + 800 + 468 = \$2,668) Table 3.1, 3.3, 3.4, & 3.5

Project Director Meeting Travel	\$2,668
---------------------------------	---------

Travel to State AHPERD conference: 6 staff will learn about the latest research and best practices in physical education to bring back to their district. Includes transportation, lodging and meals. (Year 1: Airfare \$222 x 6 people = \$1,332; Ground Transportation \$35 x 6 people x 2 days = \$420; Hotel \$105 for 6 people in 4 rooms x 2 days = \$840; Meals \$61 x 6 people x 3 days = \$1,098) (1332 + 420 + 840 + 1098 = 3,690) Table 3.1, 3.3, 3.4, & 3.5

Travel to the State AHPERD Conference \$3,690

Travel to National AAHPERD Conference: 4 staff in each year of the grant will have the opportunity to learn best practices and new innovations in the field of physical education. Includes transportation, lodging and meals. (Year 1: Airfare \$450 x 4 people = \$1800; Ground Transportation \$68 x 4 people x 2 days = \$544; Hotel \$198 x 4 people in 3 rooms x 2 days = \$1,188; Meals \$78 x 4 people x 3 days = \$936) (1800 + 544 + 1,188 + 936 = \$4,468) Table 3.1, 3.3, 3.4, & 3.5

Travel to the National AAHPERD Conference \$4,468

Travel Subtotal \$10,826

Equipment

Elementary Equipment Package: To fully implement the Five for Life Basic Program the following equipment is needed. (8 elementary school equipment packages) The equipment will be purchased in years 1 and 2 of the grant. Table 3.1, 3.3, & 3.5

ELEMENTARY EQUIPMENT LIST

Number of Schools: 8
Elementary (K-6)

Equipment Description - Year 1	QTY Per School	Total QTY	Cost Per Item	Extended Total
12" TurboScooter Set of 6	1	8	\$260	\$2,080
Balance Board	6	48	\$70	\$3,360
Balls - Tuff Softi Prism Pack 6 - 6.25"	3	24	\$77	\$1,848
Balls - Tuff Speciality Prism Pack 6 - 8.25"	2	16	\$145	\$2,320
Bar - Work Out Bar 12lbs	6	48	\$41	\$1,968
Bar - Work Out Bar 9lbs	6	48	\$36	\$1,728
Bowling Pins - Gamecraft Multi-Colored Sets	2	16	\$65	\$1,040
Cones - Color My Class 12" - Set of 6	3	24	\$44	\$1,056
Core Stability Ball 55cm Red	8	64	\$20	\$1,279
Dumbbell - Neoprene 3lbs -ea	30	240	\$5	\$1,198
Exertube w/ Handles - Green - Light	15	120	\$13	\$1,559
Exertube w/ Handles - Red - Medium	15	120	\$15	\$1,799
Fitness Step - 6"	15	120	\$30	\$3,599
Football - Poof Foam	15	120	\$9	\$1,079
Gamecraft 5" Nylon Bean Bags Prism Pack (dz) - 5"	4	32	\$15	\$480
Hoops 36" Premium No-Kink Multi-Colored -dz	2	16	\$69	\$1,104

Medicine Ball - Rubber - 4lb	8	64	\$33	\$2,111
Poly Spots Prism Pack-9" Set of 6	5	40	\$28	\$1,120
Quick Feet 15" Donut Set w/Drill	4	32	\$42	\$1,344
Movement Progression Cards/DVD	1	8	\$159	\$1,272
Sub-Total				\$33,340
Shipping & Handling Charges				\$5,668
Total				\$39,008

Middle School Equipment Package: To fully implement the Five for Life Intermediate Program the following equipment is needed. (2 middle school equipment packages) Table 3.1, 3.3, & 3.5

MIDDLE SCHOOL EQUIPMENT LIST

Number of Schools: 2

Middle (7-8)

2

Equipment Description - Year 1	QTY Per School	Total QTY	Cost Per Item	Extended Total
12" TurboScooter Set of 6	1	2	\$260	\$520
Balance Board	8	16	\$70	\$1,120
Balls - Tuff Softi Prism - 6pk 6.25"	3	6	\$77	\$462
Balls - Tuff Specialty Prism -6pk 8.25"	2	4	\$145	\$580
Bar - Work Out Bar 12lbs	12	24	\$41	\$984
Bar - Work Out Bar 15lbs	6	12	\$46	\$552
Bar - Work Out Bar 9lbs	6	12	\$36	\$432
Beanbags Prism Pack- 5"-dz	4	8	\$24	\$192
Bowling Pins - Gamecraft Multi-Colored Sets	3	6	\$65	\$390
Cones - Color My Class 12" - Set of 6	4	8	\$44	\$352
Dumbbell Neoprene Covered - 5lb EA	24	48	\$8	\$403
Dumbbell Neoprene Covered - 8lb EA	24	48	\$14	\$672
Exertube w/ Handles - Blue – Heavy	12	24	\$18	\$432
Exertube w/ Handles - Green – Light	12	24	\$13	\$312
Exertube w/ Handles - Red – Medium	24	48	\$15	\$720
Fitness Step - 6"	18	36	\$30	\$1,080
Football - Poof Foam	15	30	\$9	\$270
Hoops Premium No-Kink Multi-Colored 36" - dz	2	4	\$69	\$276
Medicine Ball - Rubber - 4lb	10	20	\$33	\$660
Poly Spots Prism Pack-9" Set of 6	5	10	\$28	\$280
Quick Feet 15" Donut Set w/Drill	4	8	\$42	\$336
Stability Core Ball 55cm Red	10	20	\$20	\$400
Stability Core Ball 65cm Yellow	10	20	\$24	\$480
Instructional Materials Package (Crct Cds/DVD)	1	2	\$619	\$1,238
Sub-Total				\$13,139
Shipping & Handling Charges				\$2,234
Total				\$15,372

High School Equipment Package: To fully implement the Five for Life Advanced Program the following equipment is needed. (2 high school equipment packages) Table 3.1, 3.3, & 3.5

HIGH SCHOOL EQUIPMENT LIST

Number of Schools: 2

High School (9-12)

Equipment Description - Year 1	QTY Per School	Total QTY	Cost Per Item	Extended Total
12" TurboScooter Set of 6	1	2	\$260	\$520
Balance Board	8	16	\$70	\$1,120
Balls - Tuff Softi Prism - 6pk 6.25"	3	6	\$77	\$462
Balls - Tuff Specialty Prism -6pk 8.25"	2	4	\$145	\$580
Bar - Work Out Bar 12lbs	24	48	\$41	\$1,968
Bar - Work Out Bar 15lbs	12	24	\$46	\$1,104
Bar - Work Out Bar 9lbs	12	24	\$36	\$864
Beanbags Prism Pack- 5"-dz	4	8	\$24	\$192
Bowling Pins - Gamecraft Multi-Colored Sets	3	6	\$65	\$390
Cones - Color My Class 12" - Set of 6	4	8	\$44	\$352
Dumbbell Neoprene Covered - 5lb EA	48	96	\$8	\$805
Dumbbell Neoprene Covered - 8lb EA	48	96	\$14	\$1,343
Exertube w/ Handles - Blue - Heavy	12	24	\$18	\$432
Exertube w/ Handles - Green - Light	12	24	\$13	\$312
Exertube w/ Handles - Red - Medium	24	48	\$15	\$720
Fitness Step - 6"	36	72	\$30	\$2,159
Football - Poof Foam	15	30	\$9	\$270
Hoops Premium No-Kink Multi-Colored 36" - dz	2	4	\$69	\$276
Poly Spots Prism Pack-9" Set of 6	5	10	\$28	\$280
Quick Feet 15" Donut Set w/Drill	8	16	\$42	\$672
Stability Core Ball 55cm Red	10	20	\$20	\$400
Stability Core Ball 65cm Yellow	10	20	\$24	\$480
Instructional Materials Package (Crct Cds/DVD)	1	2	\$619	\$1,238
Sub-Total				\$16,936
Shipping & Handling Charges				\$2,879
Total				\$19,816

After School Program Equipment Package: Equipment necessary to fully support the Fab 5 After School Program will be purchased in years 1 & 2 of the grant. (11 total after school program equipment packages) Table 3.1, 3.2, & 3.5

AFTER SCHOOL PROGRAM EQUIPMENT LIST

Number of Schools: 1
Elementary (K-6)/Middle School (7/8)

Equipment Description - Year 1	QTY Per School	Total QTY	Cost Per Item	Extended Total
Color My Class - Foam Dice 3"	3	3	\$38	\$114
Foam Tennis Trainers	10	10	\$3	\$30
Hand Tally Counter	1	1	\$10	\$10
Intermediate Size Basketballs (set/6)	5	5	\$63	\$315
Large Foam Dice - 1 Pair	1	1	\$22	\$22
Soccer Balls - 4 Sponge Fun Size - Set of 6	3	3	\$85	\$255
Standard Playing Cards - 1 Dz	1	1	\$28	\$28
Throw Down Bases	1	1	\$15	\$15
Triple Threat Flag Football Belts – Red	15	15	\$4	\$60
Triple Threat Flag Football Belts – Yellow	15	15	\$4	\$60
Voit Tuff Coated Foam 9 -3/4 Junior Football - Prism Pack	2	2	\$103	\$206
Volley Enduro Trainer- Prism Pack - Set of 6	6	6	\$120	\$720
Jungle Gym w/ Carabineer- blk straps	18	18	\$53	\$954
Snap On Wall Mount Train Station	18	18	\$99	\$1,782
Train Station Extra Cable Sets	10	10	\$36	\$360
Train Station Extra Double Cable Sets	10	10	\$46	\$460
PowR Walks	18	18	\$29	\$522
Mini-Bands	108	108	\$3	\$324
Portable Cable Caddy	2	2	\$160	\$320
Sub – Total				\$6,556
Shipping & Handling Charges				\$1,115
Total				\$7,671

Equipment Subtotal **\$81,867**

Supplies

K-12 Five for Life E-Curriculum: Our district has already begun purchasing a comprehensive physical education curriculum. Each PE teacher in the district will be responsible for implementing the e-curriculum and therefore needs a full teacher kit to accomplish this. Each teacher kit will be comprised of one e-curriculum manual appropriate for the level of that teacher, a nutrition kit, a circuit training kit, social and emotional program, a DVD series and a resource CD. (33 teachers X \$656 = \$21,648) Table 3.1, 3.2, 3.3, & 3.4

K-12 Five for Life E-Curriculum \$21,648

After School Program (ASP) Bundle: Our district is purchasing the ASP Bundle that coordinates with the chosen PE curriculum. ASP will increase activity levels of all students participating during after school hours. Each site responsible for implementing the ASP needs a bundled set of after school curriculum and a nutrition kit to accomplish this. (11 program sites X \$410 = \$4,510). Table 3.1 & 3.2

Fab 5 After School Program (ASP) Bundle \$4,510

Classroom Activity Break Program: This program will be administered at the elementary/middle school site by classroom teachers to encourage more movement throughout the school day. A site license will be purchased for each site offering this program. (8 sites X \$400 = \$3,200) Table 3.1

Fab 5 Classroom Activity Break Program \$3,200

School Garden Project: An interdisciplinary project focusing on healthy eating and community collaboration. Items needed to complete the school garden include soil preparation tools, waterlines, maintenance supplies, weeding and planting tools, seeds, composting materials, and harvesting tools. (\$1,700 Greenhouse, \$500 wood, \$200 tools, \$150 sprinkler/hose, Seeds/gloves \$100 in year 1) Table 3.1, 3.2, & 3.3

School Garden Project Materials \$2,650

Evaluation Materials: Items needed to collect valuable data to support the PEP objectives. Evaluation materials are necessary to accurately teach students about moderate to vigorous activity as well as fitness measurements, including: pedometers and fitness measurement tools. Each site will need these materials if they are responsible for collecting PEP data. Table 3.3, 3.4, & 3.5

**ELEMENTARY SCHOOL
EVALUATION EQUIPMENT LIST**

Number of Schools: 8
Elementary (K-6)

Equipment Description - Year 1	QTY Per School	Total QTY	Cost Per Item	Extended Total
Pedometers (X32) : Ekho One .5	2	16	\$720	\$11,520
Pedometer Storage Case	2	16	\$10	\$160
Flexibility Assessment Tester	1	8	\$110	\$880
Pacer CD - 20 Meter	1	8	\$30	\$240
Stadi-O-Meter	1	8	\$125	\$1,000
iPad	1	8	\$499	\$3,992
Bose® music-to-go package	1	8	\$460	\$3,680
Apple TV	1	8	\$99	\$792
Sub - Total				\$22,264
Shipping & Handling Charges				\$3,785
Total				\$26,049

**MIDDLE SCHOOL EVALUATION
EQUIPMENT LIST**

**Number of
Schools: 2**
Middle (7-8)

Equipment Description - Year 1	QTY Per School	Total QTY	Cost Per Item	Extended Total
Pedometers (X64) Ekho Three .5	2	4	\$1,728	\$6,912
Pedometer Storage Case	2	4	\$10	\$40
Flexibility Assessment Tester	1	2	\$110	\$220
Pacer CD - 20 Meter	1	2	\$30	\$60
Stadi-O-Meter	1	2	\$125	\$250
iPad	5	10	\$499	\$4,990
Apple TV	2	4	\$99	\$396
Sub - Total				\$13,788
Truck Shipping				\$2,344
Total				\$16,132

**HIGH SCHOOL EVALUATION
EQUIPMENT LIST**

Number of Schools: 2
High School (9-12)

Equipment Description - Year 1	QTY Per School	Total QTY	Cost Per Item	Extended Total
Pedometers (X64) Ekho Three .5	2	4	\$1,728	\$6,912
Pedometer Storage Case	2	4	\$10	\$40
Flexibility Assessment Tester	1	2	\$110	\$220
Pacer CD - 20 Meter	1	2	\$30	\$60
Stadi-O-Meter	1	2	\$125	\$250
iPad	6	12	\$499	\$5,988
Apple TV	2	4	\$99	\$396
Bose® music-to-go package	1	2	\$460	\$920
Sub - Total				\$14,786
Truck Shipping				\$2,514
Total				\$17,300

Supplies Subtotal

\$91,488

Contractual

Contracted Services for Program Curriculum: Technical assistance for implementation of the grant to include the development of the district curriculum infrastructure (curriculum guides, consensus district curriculum maps and timelines), researching vendors, purchasing equipment, organizing professional staff development, teacher support, generating reports, etc. The end result being a fully completed curriculum guide, program timelines, and curriculum maps that will ensure sustainability of the program. (10 Hours/month X \$100/hr X 10 Months/year = \$10,000) Table 3.1, 3.2, 3.3, 3.4, & 3.5

Contracted Services for Program Curriculum \$10,000

Contracted services for Web-based Software: A fitness and curriculum software will be purchased that will allow teachers and students access to fitness and cognitive information that will help them in reaching state standards. The benefits include allowing teachers to view the results of pre- and post fitness test scores and cognitive scores to inform their instruction and address gaps and weaknesses that are revealed. In addition, reports can be generated that will allow both parents and students to see how well the child is doing in meeting minimum health related standards in various fitness tests and how their behavioral choices are affecting their fitness and cognitive outcomes. The software will enable our district to fully implement the selected PE curriculum and provide access to data to inform our instruction. Included within this web-based software application will be an online student portfolio that is connected to our fitness and health program at the middle and high school level. Table 3.1, 3.3, & 3.4

Contracted Services for Web-based Software \$16,750

Contracted Services for Quantitative Evaluation: The quantitative evaluation component of the grant will be contracted with an outside evaluator. The quantitative evaluator will create reports that include statistical analysis of the data collected regarding fitness, activity logs, cognitive scores and survey data. After analyzing the data and information they have gathered through multiple sources, the quantitative evaluator will generate both preliminary and final reports to guide program change. Table 3.1, 3.3, 3.4, & 3.5

Contracted Services for Quantitative Evaluation \$11,900

Contracted Services for Qualitative Evaluation: The qualitative evaluation component of the grant will be contracted with an outside evaluator. The qualitative evaluator will conduct on-site visits and evaluate the process of our implementation through focus groups, walk-throughs and in depth interviews with students, teachers and administrators. After analyzing the data and information they have gathered through multiple sources, the evaluator will generate both preliminary and final reports to guide program change.

Contracted Services for Qualitative Evaluation \$8,750

Contracted Services for Data Collection for Evaluation: Data collection will be handled by a data collection and entry provider. Table 3.1, 3.2, 3.3, 3.4, & 3.5

Contracted Services for Data Collection for Evaluation \$14,350

YMCA Program implementing Fab 5 curriculum @ Northwood Middle School Start-Up (3 days a week x 2 staff for 36 weeks = \$14,000 (no charge to students) Table 3.1, 3.2, 3.4, & 3.5

YMCA Program @ Northwood Middle School Start-Up \$14,000

Contracted Services for K-12 PE Professional Development: 8 days of Activity and Curriculum training per year will be contracted through an established curriculum company. PE Teachers will be fully trained on the use of the selected PE curriculum, equipment being purchased, best practices and teaching strategies as well as the PEP grant requirements. In addition, a leadership team will create a curriculum guide that includes vision/mission, power standards, curriculum maps, common assessment plan, etc. (8 Days X \$3,000/day = \$24,000/yr) Table 3.1, 3.3, 3.4, & 3.5

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

Contracted Services for the After School Program Training: 1 day of after school training per year will be contracted. All after school leaders will be fully trained on the use of the program being implemented, equipment being purchased as well as best practices and teaching strategies in the after school program. (1 Day X \$3,000/day = \$3,000/yr) Table 3.1, 3.2, 3.4, & 3.5

Contracted Services for the Fab 5 After School Program Training \$3,000

Contractual Subtotal \$102,750

Other

Advanced Training Workshop Registration: 10 teachers will attend a 2 day workshop each year of the grant. The advanced training workshop will be held in Spokane, WA and will consist of current leaders in the field of physical education. (10 teachers in Year 1, 2, & 3 X \$350 = \$3500) Table 3.1, 3.3, 3.4, & 3.5

Advanced Training Workshop Registration \$3,500

State AAHPERD Registration: We plan on sending 6 PE teachers to the state conference each year of the grant. Attending our state AAHPERD organization is vital if we are to keep our program abreast of the profession. (6 teachers in Year 1, 2, & 3 X \$200 = \$1,200) Table 3.1, 3.3, 3.4, & 3.5

State AAHPERD Registration \$1,200

National AAHPERD Registration: We plan on sending 6 PE teachers to the national conference each year of the grant. Attending our national AAHPERD organization is vital if we are to keep our program abreast of the latest developments in the profession. (Year 1, 2, 3 = 6 teachers X \$415 = \$2,490) Table 3.1, 3.3, 3.4, & 3.5

National AAHPERD Registration \$2,490

Other Subtotal	\$7,190
Direct Costs (Includes all Subtotals)	\$413,496
Indirect Costs (Calculated at 5.1% on all direct costs except equipment)	\$16,913
Total Costs (Direct and Indirect Costs)	\$430,409

Mead School District Budget Narrative – Federal Funds – Year Two

Personnel

PEP Manager: Will be responsible to carry out and accomplish the tasks needed to meet the PEP objectives. This person will develop plans for training and travel, bid out equipment, curriculum and services and create distribution plans for curriculum and equipment. PEP Manager: The PEP Manager will work 100% of their time on the PEP grant. (\$70,000 in years 1, 2 and 3) Table 3.1, 3.2, 3.3, 3.4, & 3.5

PEP Manager	\$70,000
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Professional Staff Development: To be paid at the District approved substitute rate. 7 professional staff development days will help with implementation of the physical education curriculum. (7 Days X 33 Teachers X \$100/day = \$23,100) Table 3.1, 3.3, 3.4 & 3.5

Professional Staff Development	\$23,100
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Substitute Costs for Offsite Professional Development Opportunities: To be paid at the District approved substitute rate. Over the 3 year period substitutes will be required to allow for the Physical Education staff to attend the State and National AAHPERD Conferences and PEP required meetings. (20 Substitute Days X \$100/day in year 1 = \$2,000) Table 3.1, 3.3, 3.4, & 3.5

Substitute Costs for Offsite Professional Development Opportunities	\$2,000
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Personnel Subtotal	\$95,100
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Fringe Benefits

This is the estimated benefit rate contracted employees. Includes health, FICA, state tax and retirement and is calculated at 25% of an individual's annual salary. Table 3.1, 3.2, 3.3, 3.4, & 3.5

Fringe Benefits	\$23,775
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Fringe Subtotal	\$23,775
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Travel

Travel to State AHPERD conference: 6 staff will learn about the latest research and best practices in physical education to bring back to their district. Includes transportation, lodging and meals. (Year 2: Airfare \$233 x 6 people = \$1,398; Ground Transportation \$37 x 6 people x 2 days = \$444; Hotel \$110 for 6 people in 4 rooms x 2 days + \$880; Meals \$64 x 6 people x 3 days = \$1,152) (1,398 + 444 + 880 + 1,152 = \$3,874) Table 3.1, 3.3, 3.4, & 3.5

Travel to the State AHPERD Conference \$3,874

Travel to National AAHPERD Conference: 4 staff in each year of the grant will have the opportunity to learn best practices and new innovations in the field of physical education. Includes transportation, lodging and meals. (Year 2: Airfare \$184 x 4 people = \$736; Ground Transportation \$84 x 4 people x 2 days = \$672; Hotel \$221 for 4 people in 3 rooms x 2 days = \$1,326; Meals \$75 x 4 people x 3 days = \$900) (736 + 672 + 1,326 + 900 = \$3,634) Table 3.1, 3.3, 3.4, & 3.5

Travel to the National AAHPERD Conference \$3,634

Travel Subtotal \$7,508

Equipment

Elementary Equipment Package: To fully implement the Five for Life Basic Program the following equipment is needed. (8 elementary school equipment packages) Table 3.1, 3.3, & 3.5

Number of Schools: 8
Elementary (K-6)

Equipment Description - Year 2	QTY Per School	Total QTY	Cost Per Item	Extended Total
Jungle Gym w/ wall Mount - bik straps	15	120	\$65	\$7,800
Snap-On Train Station	15	120	\$98	\$11,760
Train Station Extra Cable Sets	15	120	\$36	\$4,320
Jungle Gym Circuit Cards / DVD	1	8	\$59	\$472
Train Station Circuit Cards / DVD	1	8	\$109	\$872
Portable Cable Caddy	1	8	\$160	\$1,280
Sub-Total				\$26,504
Shipping & Handling Charges				\$4,506
Total				\$31,010

Middle School Equipment Package: To fully implement the Five for Life Intermediate Program the following equipment is needed. (2 middle school equipment packages) Table 3.1, 3.3, & 3.5

Number of Schools: 2
Middle (7-8)

Equipment Description - Year 2	QTY Per School	Total QTY	Cost Per Item	Extended Total
Filled Sandbell Package	1	2	\$2,570	\$5,140

(10-2#, 10-4#, 30-6#, 30-8#, 20-10#, 10-12#, 10-15, 8-20#)				
Jungle Gym w/ Carabineer- blk straps	36	72	\$53	\$3,816
Snap On Wall Mount Train Station	36	72	\$99	\$7,128
Train Station Extra Cable Sets	10	20	\$36	\$720
Train Station Extra Double Cable Sets	10	20	\$46	\$920
PowR Walks	36	72	\$29	\$2,088
Circuit Trainer Bands	36	72	\$41	\$2,952
Circuit Trainer Center Rings	3	6	\$20	\$120
Mini-Bands	108	216	\$3	\$648
Portable Cable Caddy	5	10	\$160	\$1,600
Sub-Total				\$25,132
Shipping & Handling Charges				\$4,272
Total				\$29,404

High School Equipment Package: To fully implement the Five for Life Advanced Program the following equipment is needed. (2 high school equipment packages) Table 3.1, 3.3, & 3.5

Number of Schools: 2

High School (9-12)

Equipment Description - Year 2	QTY Per School	Total QTY	Cost Per Item	Extended Total
Filled Sandbell Package	1	2	\$4,537	\$9,074
(10-4#, 10-6#, 10-8#, 10-10#, 10-12#, 10-15#, 10-20#, 10-25#, 10-30#, 6-40#, 6-50#)				
Jungle Gym with Carabineer	36	72	\$53	\$3,816
Snap On Train Station	36	72	\$99	\$7,128
Train Station Extra Cable Set	8	16	\$36	\$576
Train Station Double Extra Cable Set	12	24	\$46	\$1,104
Train Station Triple Extra Cable Set	6	12	\$63	\$756
C-Band	18	36	\$32	\$1,152
Circuit Trainer Band	36	72	\$42	\$3,024
Circuit Trainer Center Ring	3	6	\$20	\$120
Mini-Bands	108	216	\$3	\$648
Portable Cable Caddy	7	14	\$160	\$2,240
Sub-Total				\$29,638
Shipping & Handling Charges				\$5,038
Total				\$34,676

After School Program Equipment Package: Equipment necessary to fully support the After School Program. (11 after school program equipment packages) Table 3.1, 3.2, & 3.5

Number of Schools: 10

Elementary (K-6)/Middle School (7/8)

Equipment Description - Year 2	QTY Per School	Total QTY	Cost Per Item	Extended Total
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Color My Class - Foam Dice 3"	3	30	\$38	\$1,140
Foam Tennis Trainers	10	100	\$3	\$299
Hand Tally Counter	1	10	\$10	\$100
Intermediate Size Basketballs (set/6)	5	50	\$63	\$3,150
Large Foam Dice - 1 Pair	1	10	\$22	\$220
Soccer Balls - 4 Sponge Fun Size - Set of 6	3	30	\$85	\$2,550
Standard Playing Cards - 1 Dz	1	10	\$28	\$280
Throw Down Bases	1	10	\$15	\$150
Triple Threat Flag Football Belts - Red	15	150	\$4	\$599
Triple Threat Flag Football Belts - Yellow	15	150	\$4	\$599
Voit Tuff Coated Foam 9 -3/4 Junior Football - Prism Pack	2	20	\$103	\$2,060
Volley Enduro Trainer- Prism Pack - Set of 6	6	60	\$120	\$7,199
Sub – Total				\$18,344
Shipping & Handling Charges				\$3,118
Total				\$21,462

Equipment Subtotal

\$116,553

Supplies

School Garden Project: An interdisciplinary project focusing on healthy eating and community collaboration. Items needed to complete the school garden include soil preparation tools, waterlines, maintenance supplies, weeding and planting tools, seeds, composting materials, and harvesting tools. (\$150 in supplies in year 2 and 3.) Table 3.1, 3.2, & 3.3

School Garden Project Materials:

\$150

Supplies Subtotal

\$150

Contractual

Contracted Services for Program Curriculum: Technical assistance for implementation of the grant to include the development of the district curriculum infrastructure (curriculum guides, consensus district curriculum maps and timelines), researching vendors, purchasing equipment, organizing professional staff development, teacher support, generating reports, etc. The end result being a fully completed curriculum guide, program timelines, and curriculum maps that will ensure sustainability of the program. Table 3.1, 3.2, 3.3, 3.4, & 3.5

Contracted Services for Program Curriculum

\$10,000

Contracted services for Web-based Software: A fitness and curriculum software will be purchased that will allow teachers and students access to fitness and cognitive information that will help them in reaching state standards. The benefits include allowing teachers to view the results of pre and post fitness test scores and cognitive scores to inform their instruction and address gaps and weaknesses that are revealed. In addition, reports can be generated that will

allow both parents and students to see how well the child is doing in meeting minimum health related standards in various fitness tests and how their behavioral choices are affecting their fitness and cognitive outcomes. The software will enable our district to fully implement the selected PE curriculum and provide access to data to inform our instruction. Included within this web-based software application will be an online student portfolio that is connected to our fitness and health program at the middle and high school level. Table 3.1, 3.3, & 3.4

Contracted Services for Web-based Software \$4,000

Contracted Services for Quantitative Evaluation: The quantitative evaluation component of the grant will be contracted with an outside evaluator. The quantitative evaluator will create reports that include statistical analysis of the data collected regarding fitness, activity logs, cognitive scores and survey data. After analyzing the data and information they have gathered through multiple sources, the quantitative evaluator will generate both preliminary and final reports to guide program change. Table 3.1, 3.3, 3.4, & 3.5

Contracted Services for Quantitative Evaluation \$11,900

Contracted Services for Qualitative Evaluation: The qualitative evaluation component of the grant will be contracted with an outside evaluator. The qualitative evaluator will conduct on-site visits and evaluate the process of our implementation through focus groups, walk-throughs and in depth interviews with students, teachers and administrators. After analyzing the data and information they have gathered through multiple sources, the evaluator will generate both preliminary and final reports to guide program change. Table 3.1, 3.2, 3.3, 3.4, & 3.5

Contracted Services for Qualitative Evaluation \$8,750

Contracted Services for Data Collection for Evaluation: Data collection will be handled by a data collection and entry provider. Table 3.1, 3.2, 3.3, 3.4, & 3.5

Contracted Services for Data Collection for Evaluation \$14,350

YMCA Program implementing Fab 5 curriculum @ Northwood Middle School Start-Up (3 days a week x 2 staff for 36 weeks = \$14,000 (no charge to students) Table 3.1, 3.2, 3.4, & 3.5

YMCA Program @ Northwood Middle School Start-Up \$14,000

Contracted Services for K-12 PE Professional Development: 8 days of Activity and Curriculum training per year will be contracted through an established curriculum company. PE Teachers will be fully trained on the use of the selected PE curriculum, equipment being purchased, best practices and teaching strategies as well as the PEP grant requirements. In addition, a leadership team will create a curriculum guide that includes vision/mission, power standards, curriculum maps, common assessment plan, etc. (8 Days X \$3,000/day = \$24,000/yr) Table 3.1, 3.3, 3.4, & 3.5

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

Contracted Services for the After School Program Training: 1 day of after school training per year will be contracted. All after school leaders will be fully trained on the use of the program being implemented, equipment being purchased as well as best practices and teaching strategies in the after school program. (1 Day X \$3,000/day = \$3,000/yr) Table 3.1, 3.2, 3.4, & 3.5

Contracted Services for the Fab 5 After School Program Training	\$3,000
Contractual Subtotal	\$90,000

Other

Advanced Training Workshop Registration: 10 teachers will attend a 2 day workshop each year of the grant. The advanced training workshop will be held in Spokane, WA and will consist of current leaders in the field of physical education. (10 teachers in Year 1, 2, & 3 X \$350 = \$3500) Table 3.1, 3.3, 3.4, & 3.5

Advanced Training Workshop Registration	\$3,500
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State AAHPERD Registration: We plan on sending 6 PE teachers to the state conference each year of the grant. Attending our state AAHPERD organization is vital if we are to keep our program abreast of the profession. (6 teachers in Year 1, 2, & 3 X \$200 = \$1,200) Table 3.1, 3.3, 3.4, & 3.5

State AAHPERD Registration	\$1,260
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National AAHPERD Registration: We plan on sending 6 PE teachers each year to the national conference each year of the grant. Attending our national AAHPERD conference is vital if we are to keep our program abreast of the latest developments in the profession. (6 teachers in Year 1, 2 and 3 X \$415 = \$2,490) Table 3.1, 3.3, 3.4, & 3.5

National AAHPERD Registration	\$2,490
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Other Subtotal	\$7,250
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Direct Costs (Includes all Subtotals)	\$340,336
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Indirect Costs (Calculated at 5.1% on all direct costs except equipment)	\$11,413
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Total Costs (Direct and Indirect Costs)	\$351,749
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Mead School District Budget Narrative – Federal Funds – Year Three

Personnel

PEP Manager: Will be responsible to carry out and accomplish the tasks needed to meet the PEP objectives. This person will develop plans for training and travel, bid out equipment, curriculum and services and create distribution plans for curriculum and equipment. PEP Manager: The PEP Manager will work 100% of their time on the PEP grant. (\$70,000 in years 1, 2 and 3) Table 3.1, 3.2, 3.3, 3.4, & 3.5

PEP Manager	\$70,000
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Professional Staff Development: To be paid at the District approved substitute rate. 7 professional staff development days will help with implementation of the physical education curriculum. (7 Days X 33 Teachers X \$100/day = \$23,100) Table 3.1, 3.3, 3.4 & 3.5

Professional Staff Development	\$23,100
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Substitute Costs for Offsite Professional Development Opportunities: To be paid at the District approved substitute rate. Over the 3 year period substitutes will be required to allow for the Physical Education staff to attend the State and National AAHPERD Conferences and PEP required meetings. (20 Substitute Days X \$100/day in year 1 = \$2,000) Table 3.1, 3.3, 3.4, & 3.5

Substitute Costs for Offsite Professional Development Opportunities	\$2,000
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Personnel Subtotal	\$95,100
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Fringe Benefits

This is the estimated benefit rate contracted employees. Includes health, FICA, state tax and retirement and is calculated at 25% of an individual's annual salary. Table 3.1, 3.2, 3.3, 3.4, & 3.5

Fringe Benefits	\$23,775
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Fringe Subtotal	\$23,775
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Travel

Travel to State AHPERD conference: 6 staff will learn about the latest research and best practices in physical education to bring back to their district. Includes transportation, lodging and meals. (Year 3: Airfare \$245 x 6 people = \$1,470; Ground Transportation \$39 for 6 people x 2 days = \$468; Hotel \$116 for 6 people in 4 rooms x 2 days = \$928; Meals \$67 for 6 people x 3 days = \$1,206) (1,470 + 468 + 928 + 1,206 = \$4,072) Table 3.1, 3.3, 3.4, & 3.5

Travel to State AHPERD Conference	\$4,072
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Travel to National AAHPERD Conference: 4 staff in each year of the grant will have the opportunity to learn best practices and new innovations in the field of physical education. Includes transportation, lodging and meals. (**Year 3:** Air \$550 x 4 people = \$2200; Ground Transportation \$81 x 4 people x 2 days = \$648; Hotel \$243 for 4 people in 3 rooms x 2 days \$1,458; Meals \$95 x 4 people x 3 days = \$1140) (2200 + 648 + 1,458 + 1,140 = \$5,446) Table 3.1, 3.3, 3.4, & 3.5

Travel to National AAHPERD Conference \$5,446

Travel Subtotal \$9,518

Equipment

Middle School Equipment Package: To fully implement the Five for Life Intermediate Program the following equipment is needed. (2 middle school equipment packages) Table 3.1, 3.3, & 3.5

Number of Schools: 2
Middle (7-8)

Equipment Description - Year 3	QTY Per School	Total QTY	Cost Per Item	Extended Total
HRM (X20) X8 Watch + TE-28 Transmitter	20	40	\$340	\$13,598
Team System for 20 users	1	2	\$4,499	\$8,998
Sub – Total				\$22,596
Truck Shipping				\$3,841
Total				\$26,437

High School Equipment Package: To fully implement the Five for Life Advanced Program the following equipment is needed. (2 high school equipment packages) Table 3.1, 3.3, & 3.5

Number of Schools: 2
High School (9-12)

Equipment Description - Year 3	QTY Per School	Total QTY	Cost Per Item	Extended Total
HRM (X20) X8 Watch + TE-28 Transmitter	20	40	\$340	\$13,598
Team System for 20 users	1	2	\$4,499	\$8,998
Sub – Total				\$22,596
Truck Shipping				\$3,841
Total				\$26,437

Equipment Subtotal \$52,875

Supplies

School Garden Project: An interdisciplinary project focusing on healthy eating and community collaboration. Items needed to complete the school garden include soil preparation tools, waterlines, maintenance supplies, weeding and planting tools, seeds, composting materials, and harvesting tools. (\$150 in supplies in year 2 and 3.) Table 3.1, 3.2, & 3.3

School Garden Project Materials: \$150

Supplies Subtotal \$150

Contractual

Contracted Services for Program Curriculum: Technical assistance for implementation of the grant to include the development of the district curriculum infrastructure (curriculum guides, consensus district curriculum maps and timelines), researching vendors, purchasing equipment, organizing professional staff development, teacher support, generating reports, etc. The end result being a fully completed curriculum guide, program timelines, and curriculum maps that will ensure sustainability of the program. Table 3.1, 3.2, 3.3, 3.4, & 3.5

Contracted Services for Program Curriculum \$10,000

Contracted services for Web-based Software: A fitness and curriculum software will be purchased that will allow teachers and students access to fitness and cognitive information that will help them in reaching state standards. The benefits include allowing teachers to view the results of pre and post fitness test scores and cognitive scores to inform their instruction and address gaps and weaknesses that are revealed. In addition, reports can be generated that will allow both parents and students to see how well the child is doing in meeting minimum health related standards in various fitness tests and how their behavioral choices are affecting their fitness and cognitive outcomes. The software will enable our district to fully implement the selected PE curriculum and provide access to data to inform our instruction. Included within this web-based software application will be an online student portfolio that is connected to our fitness and health program at the middle and high school level. Table 3.1, 3.3, & 3.4

Contracted Services for Web-based Software \$4,000

Contracted Services for Quantitative Evaluation: The quantitative evaluation component of the grant will be contracted with an outside evaluator. The quantitative evaluator will create reports that include statistical analysis of the data collected regarding fitness, activity logs, cognitive scores and survey data. After analyzing the data and information they have gathered through multiple sources, the quantitative evaluator will generate both preliminary and final reports to guide program change. Table 3.1, 3.3, 3.4, & 3.5

Contracted Services for Quantitative Evaluation \$11,900

Contracted Services for Qualitative Evaluation: The qualitative evaluation component of the grant will be contracted with an outside evaluator. The qualitative evaluator will conduct on-site

visits and evaluate the process of our implementation through focus groups, walk-throughs and in depth interviews with students, teachers and administrators. After analyzing the data and information they have gathered through multiple sources, the evaluator will generate both preliminary and final reports to guide program change. Table 3.1, 3.2, 3.3, 3.4, & 3.5

Contracted Services for Qualitative Evaluation \$8,750

Contracted Services for Data Collection for Evaluation: Data collection will be handled by a data collection and entry provider. Table 3.1, 3.2, 3.3, 3.4, & 3.5

Contracted Services for Data Collection for Evaluation \$14,350

YMCA Program implementing Fab 5 curriculum @ Northwood Middle School Start-Up (3 days a week x 2 staff for 36 weeks = \$14,000 (no charge to students) Table 3.1, 3.2, 3.4, & 3.5

YMCA Program @ Northwood Middle School Start-Up \$14,000

Contracted Services for K-12 PE Professional Development: 8 days of Activity and Curriculum training per year will be contracted through an established curriculum company. PE Teachers will be fully trained on the use of the selected PE curriculum, equipment being purchased, best practices and teaching strategies as well as the PEP grant requirements. In addition, a leadership team will create a curriculum guide that includes vision/mission, power standards, curriculum maps, common assessment plan, etc. (8 Days X \$3,000/day = \$24,000/yr) Table 3.1, 3.3, 3.4, & 3.5

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

Contracted Services for the After School Program Training: 1 day of after school training per year will be contracted. All after school leaders will be fully trained on the use of the program being implemented, equipment being purchased as well as best practices and teaching strategies in the after school program. (1 Day X \$3,000/day = \$3,000/yr) Table 3.1, 3.2, 3.4, & 3.5

Contracted Services for the Fab 5 After School Program Training \$3,000

Contractual Subtotal \$90,000

Other

Advanced Training Workshop Registration: 10 teachers will attend a 2 day workshop each year of the grant. The advanced training workshop will be held in Spokane, WA and will consist of current leaders in the field of physical education. (10 teachers in Year 1, 2, & 3 X \$350 = \$3500) Table 3.1, 3.3, 3.4, & 3.5

Advanced Training Workshop Registration \$3,500

State AAHPERD Registration: We plan on sending 6 PE teachers to the state conference each year of the grant. Attending our state AAHPERD organization is vital if we are to keep our program abreast of the profession. (6 teachers in Year 1, 2, & 3 X \$200 = \$1,200) Table 3.1, 3.3, 3.4, & 3.5

State AAHPERD Registration \$1,326

National AAHPERD Registration: We plan on sending 6 PE teachers each year to the national conference each year of the grant. Attending our national AAHPERD conference is vital if we are to keep our program abreast of the latest developments in the profession. (6 teachers in Year 1, 2 and 3 X \$415 = \$2,490) Table 3.1, 3.3, 3.4, & 3.5

National AAHPERD Registration \$2,490

Other Subtotal \$7,316

Direct Costs (Includes all Subtotals) \$278,734

Indirect Costs (Calculated at 5.1% on all direct costs except equipment) \$11,519

Total Costs (Direct and Indirect Costs) \$290,252

Mead School District Budget Narrative – Non-Federal Funds – Year One

(b)(4)

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Withheld pursuant to exemption

(b)(4)

of the Freedom of Information and Privacy Act

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

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

Name of Institution/Organization

Mead School District 354

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	95,500.00	95,100.00	95,100.00			285,700.00
2. Fringe Benefits	23,875.00	23,775.00	23,775.00			71,425.00
3. Travel	10,826.00	7,508.00	9,518.00			27,852.00
4. Equipment	81,867.00	116,553.00	52,875.00			251,295.00
5. Supplies	91,488.00	150.00	150.00			91,788.00
6. Contractual	102,750.00	90,000.00	90,000.00			282,750.00
7. Construction						
8. Other	7,190.00	7,250.00	7,316.00			21,756.00
9. Total Direct Costs (lines 1-8)	413,496.00	340,336.00	278,734.00			1,032,566.00
10. Indirect Costs*	16,913.00	11,413.00	11,519.00			39,845.00
11. Training Stipends						
12. Total Costs (lines 9-11)	430,409.00	351,749.00	290,253.00			1,072,411.00

***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 Mead School District 354	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: Mrs.	First Name: Kimberly	Middle Name:	Last Name: Montecucco	Suffix:
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Address:

Street1:	2323 E Farwell Rd
Street2:	
City:	Mead
County:	
State:	WA: Washington
Zip Code:	99021
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
509-465-6025	

Email Address:
kim.montecucco@mead354.org

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

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