

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 # S215F130119

Grants.gov Tracking#: GRANT11378572

OMB No. , Expiration Date:

Closing Date: Apr 12, 2013

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: 04/11/2013	4. Applicant Identifier: ISD #834 Stillwater Schools	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
B. APPLICANT INFORMATION:		
* a. Legal Name: Stillwater Area Public Schools ISD #834		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 41-6008519	* c. Organizational DUNS: 0717839300000	
d. Address:		
* Street1: 1875 S. Greely St	Street2: <input type="text"/>	
* City: Stillwater	County/Parish: Washington	
* State: MN: Minnesota	Province: <input type="text"/>	
* Country: USA: UNITED STATES	* Zip / Postal Code: 55082-6079	
e. Organizational Unit:		
Department Name: Stillwater Area Public Schools	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: Mrs.	* First Name: Debra	
Middle Name: <input type="text"/>	* Last Name: Van Klei	
Suffix: <input type="text"/>	Title: Physical Education/ Health teacher	
Organizational Affiliation: Stillwater Area Public Schools		
* Telephone Number: 651-351-8166	Fax Number: 651-351-8343	
* Email: vankleid@stillwater.k12.mn.us		

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-022613-001

*** Title:**

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

13. Competition Identification Number:

84-215F2013-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Healthy MOVES (Meaningful Opportunities for Vigorous Exercise Success)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Ray Queener	* TITLE Assistant Superintendant of Business
* APPLICANT ORGANIZATION Stillwater Area Public Schools ISD #834	* DATE SUBMITTED 04/11/2013

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

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="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:

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.

Stillwater GEPA 427 Statement.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA 427 Statement

Historically, there are two prominent equity issues that relate to this grant proposal: gender and disability. Within the school district training on gender equity and diversity has been offered systematically over the past several years to all school district personnel. The GEPA statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. All the programs strategies and curricula are inspected for these barriers, especially the barriers of gender and disability. To the extent that these population groups may be found to be underrepresented in a specific program, course, or activity, the district proactively seeks to eliminate any possible barriers to equal access and treatment. As described in the following, our plan of operation ensures that these and other possible barriers to equal access and treatment are eliminated for traditionally underrepresented groups and individuals.

Elimination of Possible Disability Barriers

We have a commitment to ensure equal access and treatment to students with disabilities, and every effort is made to ensure the elimination of possible disability barriers within the school programs, courses and activities. This strictly adheres to the provisions outlined in the Americans with Disabilities Act, as well as to the anti-discrimination policy that specifically states that no person shall be discriminated against due to a disability. A qualified adapted physical education consultant will be used in planning all grant activities. This individual will be responsible for ensuring that all program models are found to be age appropriate and free of ethnic and cultural bias from a special-needs perspective.

Elimination of Possible Gender Barriers

Proactive measures are taken within the grant to ensure both male and female students have equal access to and treatment in all areas of school life, specifically in courses or activities that are traditionally underrepresented by either of the sexes. Children are encouraged to enroll in programs, courses, and activities based upon their interests and needs rather than their gender. Girls are encouraged to enroll in mathematics, science, and technology courses while boys are encouraged to excel in language arts and foreign languages. Students participating in programs, courses, or activities that have been traditionally underrepresented by one gender are not only encouraged but also are provided every possible avenue for success. The grant will use curriculum and developmentally appropriate programs and activities that will create equal opportunity and access for both genders.

Elimination of Possible Racial Barriers

Representatives from a culturally diverse background will be used as advisory council members. This group will provide insight into cultural values and norms that pertain to diet, exercise, and wellness, for the ethnic groups represented in our area.

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

Stillwater Area Public Schools ISD #834

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Ray Middle Name:

* Last Name: Queener Suffix:

* Title: Assistant Superintendant of Business

* SIGNATURE: Ray Queener

* DATE: 04/11/2013

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:

<p style="text-align: center;">Healthy MOVES (Meaningful Opportunities for Vigorous Exercise Success)</p>
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Healthy MOVES is being submitted by Stillwater Area School District (SASD) and associated collaborative partners within the community. The school system is located in Washington County and serves a student population of 9,000 students on 13 school campuses. Unfortunately, data provided by the Washington County Department of Public Health and Environment points out a dismal backdrop of existing health disparities including an adult overweight population of 61% with many health risks such as hypertension, type II diabetes and low physical activity rates. Data collected by the school system is informative as well.

Underperforming Program: Using a series of assessment tools (SHI, PECAT/HECAT), the SASD staff and partners see an extremely fragmented and underfunded K-12 PE program. This includes the lack of a PE curriculum and the ability to track and monitor student success.

Disappointing Student Health Behaviors: A large percentage of our students reflect the “fatal four” health risks (inactivity, low fruit/vegetable, sedentary lifestyles, and high TV use). Without a much-needed intervention, these behaviors will persist in adulthood according to our community health partners.

School-Community Partnerships: In preparation for this grant proposal, we were able to gain the support of numerous community partners who are very motivated to strengthen weak nutritional habits, student disengagement in the current PE program, and low levels of physical activity. With the assistance of much-needed PEP Grant funding, this proposal will create a (#1) Stronger Service Delivery Focus for Physical Education, (#2) Increased Nutrition and Physical Activity Opportunities, and (#3) Developing a Data System to Monitor Students.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Stillwater Area School District

Minnesota

Healthy MOVES

(Meaningful Opportunities for Vigorous Exercise Success)

Carol M. White PEP Grant Program

CFDA #84.215F

Submitted to the

United States Department of Education

Office of Safe & Healthy Students

April 12, 2013

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Healthy MOVES

(Meaningful Opportunities for Vigorous Exercise Success)

Healthy MOVES is being submitted by Stillwater Area School District (SASD) and associated collaborative partners within the community. The school system is located in Washington County and serves a student population of 9,000 students on 13 school campuses. Unfortunately, data provided by the Washington County Department of Public Health and Environment points out a dismal backdrop of existing health disparities including an adult overweight population of 61% with many health risks such as hypertension, type II diabetes and low physical activity rates. Data collected by the school system is informative as well.

Underperforming Program: Using a series of assessment tools (SHI, PECAT/HECAT), the SASD staff and partners see an extremely fragmented and underfunded K-12 PE program. This includes the lack of a PE curriculum and the ability to track and monitor student success.

Disappointing Student Health Behaviors: A large percentage of our students reflect the “fatal four” health risks (inactivity, low fruit/vegetable, sedentary lifestyles, and high TV use). Without a much-needed intervention, these behaviors will persist in adulthood according to our community health partners.

School-Community Partnerships: In preparation for this grant proposal, we were able to gain the support of numerous community partners who are very motivated to strengthen weak nutritional habits, student disengagement in the current PE program, and low levels of physical activity. With the assistance of much-needed PEP Grant funding, this proposal will create a (#1) Stronger Service Delivery Focus for Physical Education, (#2) Increased Nutrition and Physical Activity Opportunities, and (#3) Developing a Data System to Monitor Students

(1) Need for Project

(A) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

I. Student Physical Activity and Nutrition Data

The following information was gathered from a random survey conducted in March, 2013 from 1,223 students in grades 4-12 (Physical Activity and Nutrition Survey). See Appendix A.

- **High Inactivity Levels:** Only 17% of students are meeting the Centers for Disease Control's (CDC) recommendation to be active at least 60 minutes on a daily basis;
- **High TV Viewing:** About 66% of students view two or more hours of TV daily (27% watch 3 or more hours as a daily routine);
- **Low Preference for Activity:** Only 34% of students indicated that they choose habits that are active (i.e., playing outside) over **inactive** ones such as playing video games;
- **Low Affinity for PE:** A surprising 53% of students did not "wish they had more PE" based on the program currently in place;
- **High Sugar Consumption:** Only 21% of students report not consuming sugar-added beverages as a personal healthy lifestyle choice;

II. Student Overweight and Obesity Data

Growing Obesity Concern: Our community youth reflect an alarming trend in childhood obesity rates. For example, data collected by our community health partners indicate that 24% of Kindergarten students are overweight or obese (> 85th percentile), increasing each year to reach 36% of youth as a whole. Unfortunately, this trend continues into adulthood where 51% of Washington County adults are either overweight or obese.

III. School Health Index Results:

Under the direction of the district's Wellness Committee (WC), each school was asked to complete the School Health Index, Modules #1-#4.

School Health Index Overall Score Card

Modules and Scores	0- 20%	21-39%	41-60%	61-80%	81-100%
#1 - School Health Policies		30%			
#2 - Health Education	18%				
#3 - Physical Education and Other PA	19%				
#4 - Nutrition Services			48%		
District's Overall SHI Average		29%			

SHI Weaknesses: As seen above, the low district-wide average of 29% reflects a severe lack of focus and resources for turning around the failing health behaviors of our children and youth.

See Appendix B. The following have been identified as significant SHI program weaknesses (Grant Requirement One) and will be addressed in this document:

- 1) Lack of "Sequential PE and Health Curriculum,"
- 2) Need to address "Students active 50% of class,"
- 3) Need to address "Essential topics on physical activity and nutrition," and
- 4) Promote "Community activities."

Armed with this information, the WC members were all in full agreement that the district was in need of additional help and support. See Appendix C for a full list of WC members.

IV. Gaps/Weaknesses in Minnesota State Standards

For our State Standards assessment, Deb Van Klei (Lead PE Teacher) and a cadre of PE teachers and principals conducted a program review. Minnesota has six PE State Standards as seen on the following page. Appendix D provides more information on the State Standards.

Identified Weaknesses in Meeting Minnesota State Standards

State Standards:	Identified Weaknesses and Gaps within Physical Education
<p>(1) Motor and Movement Skills</p> <p>(2) Movement Concepts</p>	<ul style="list-style-type: none"> • NO systematic way (ex: pacing guides, grading rubric) for measuring or assessing this state standard. • Need to re-structure, re-focus physical education classes to be skill-based with age-appropriate equipment. • NO systematic way for measuring or assessing this standard. • Need to move from traditional athletic-focused model to a more personal, individual wellness approach.
<p>(3) Physical Activity</p> <p>(4) Health-Related Fitness</p>	<ul style="list-style-type: none"> • NO systematic means for evaluating the achievement and maintenance of acceptable student fitness scores. • Lack of an on-going way to measure associated health behaviors associated with obesity prevention and health-related fitness (ex: reducing the consumption of sugar-added beverages). • NO nutrition and physical activity focus. • NO curriculum or lessons to meet this state standard. • Lack of fitness supplies and equipment (ex: pedometers heart rate monitors, cardiovascular fitness) at all grade levels.
<p>(5) Responsible Behaviors</p> <p>(6) Social-Emotional</p>	<ul style="list-style-type: none"> • Need to develop strategies/methods for addressing students with disabilities in meeting this standard. • Need for additional non-traditional PE activities. • Lack of success in developing a climate of student success and a structured focus on sportsmanship.

As seen in the table, there is **NONE or limited** evidence of a system-wide implementation of programs to help our students achieve the required PE Standards. Programs tend to vary from teacher to teacher and school to school. Please see the next section for more specific grade-by-grade weaknesses that will be addressed by this PEP Grant proposal.

V. Percentage of Students Meeting State PE Standards

Presently, no grade level is passing more than 50% of students. This is woefully inadequate and reflects a need for additional help. The goal is to have a majority (i.e., 90% or higher) of students at a passing level by the end of the grant period through the purchase of additional PE equipment and technology, teacher training, and other support provided by the grant.

Percentage of Students Making Adequate Yearly Progress By Grade Level										
Grade:	K	1	2	3	4	5	6	7	8	HS
% Passing in 2013	29%	35%	37%	35%	33%	36%	35%	32%	36%	38%
Projected % in 2014	65%	65%	65%	65%	65%	65%	65%	65%	65%	65%
Projected % in 2015	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%
Projected % in 2016	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%

VI. PECAT and HECAT Assessment Results

We also conducted the PECAT and HECAT (Healthy Eating Module) assessments for grades K-12. Unfortunately, the results reflected poorly. **See Appendix for PECAT and HECAT.**

Overall PECAT Scores (Out of a possible 10 points per standard)

Content Analysis Score for Each Grade					Student Assessment Analysis Score				
Standards	K-2	3-5	6-8	9-12	Standards	K-2	3-5	6-8	9-12
Standard #1	2	0	3	0	Standard #1	0	0	0	0
Standard #2	1	0	0	0	Standard #2	0	0	0	0
Standard #3	1	0	0	0	Standard #3	0	0	1	0
Standard #4	2	0	0	0	Standard #4	0	0	0	0
Standard #5	2	2	2	1	Standard #5	0	0	0	1
Standard #6	0	0	1	0	Standard #6	0	0	0	0

HECAT Healthy Eating Module Scores (Out of a possible 4 points per standard)

HECAT "Healthy Eating Module" Composite Score of K-12	Score
Standard 1: Health Information/Concepts (Concept Coverage)	1
Standard 2: Analyzing Influences (Student Learning/Application)	1
Standard 2: Analyzing Influences (Teacher Instruction/Assessment)	1
Standard 3: Accessing Valid Information (Student Learning/Application)	1
Standard 3: Accessing Valid Information (Teacher Instruction/Assessment)	1
Standard 4: Communication Skills (Student Learning/Application)	1
Standard 4: Communication Skills (Teacher Instruction/Assessment)	1
Standard 5: Decision Making (Student Learning/Application)	1
Standard 5: Decision Making (Teacher Instruction/Assessment)	1
Standard 6: Goal Setting (Student Learning/Application)	1
Standard 6: Goal Setting (Teacher Instruction/Assessment)	1
Standard 7: Practicing Healthy Behaviors (Student Learning/Application)	1
Standard 7: Practicing Healthy Behaviors (Teacher Instruction/Assessment)	1
Standard 8: Advocating for Health (Student Learning/Application)	1
Standard 8: Advocating for Health (Teacher Instruction/Assessment)	1

(2) Significance:

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

Development of the Healthy MOVES Proposal

With the completion of our various self-assessments, Deb Van Klei convened the Grant Steering Committee (GSC) to write our PEP Grant proposal based on the identified needs. The GSC consisted of nine key WC members and additional at-large individuals (special education teachers, English-as a Second Language teachers, parents, students, community partners, etc.).

Healthy MOVES

As mentioned in the grant abstract, our PEP Grant consists of three major goals:

- #1.) Stronger Service Delivery Focus for Physical Education,
- #2.) Increased Nutrition and Physical Activity Opportunities, and
- #3.) Developing a Data System to Monitor Student Success.

Goal #1: Stronger Service Delivery System for Physical Education

Alignment to Assessed Weaknesses: This goal was selected to meet weaknesses found in the Stillwater Area School District ' Physical Activity and Nutrition Survey, PECAT and HECAT assessments, the weaknesses in the **SHI assessment** (i.e., developing a sequential PE curriculum, promotion of community activities), and the gaps listed in the current PE program.

Teaching & Assessing Physical Education Power Standards

To achieve this goal, we will implement a research-based instructional program called Teaching & Assessing Physical Education Power Standards with our K-12 students. This addresses weaknesses in **SHI, State Standards, PECAT/HECAT**. This instructional package is designed to encourage health-related results (i.e., increase student fitness and skill levels, decrease

student overweight) and was highly recommended by the PEP Grant-funded districts we contacted in preparation for this proposal. Our K-12 PE teachers will learn how to align their teaching with a strong connection between the written, taught, and tested instructional components of a quality physical education program. We will use this sequential instructional teaching program for all grades (K-2, 3-5, 6-8, high school), along with the associated training and instructional equipment/supply packages for our afterschool staff. Students will be able to monitor their fitness through the use of pedometers and heart rate monitors, and track the changes in their personal exercise logs.

Addresses CDC Obesity Prevention Recommendations: The new instructional resource addresses the five CDC-recommended obesity prevention behaviors [i.e., (1) increase physical activity to 60 minute or more daily, (2) reduce TV/computer use to under 60 minutes a day, (3) eat 5-9 fruit/vegetables as a daily routine, (4) get 8-11 hours of sound sleep, and (5) reduce the consumption of sugar-added beverages]. Additionally, it progressively develops student fitness based on the six components found in the Presidential Youth Fitness Program (PYFP). The instructional strategies used within this “Power Standards” approach align to research-based teaching “Best Practices” which lead to decreases in the amount of “down time” within the PE class, increases to skill attainment, and enhancing the percentage of students attaining 50% or more of moderate-to-vigorous physical activity a day in physical education.

Addresses CDC Physical Activity Dosage and Duration Recommendations: Additionally, this valuable instructional resource addresses the four CDC’s “Physical Activity” recommendations which include: (1) 60 minutes or more of daily aerobic physical activity every day, to include moderate-to-vigorous physical activity; (2) At least 3 days of vigorous physical

activity per week; (3) At least 3 days of muscle strengthening activities a week; and (4) The inclusion of bone strengthening (light-moderate impact) at least 3 days a week.

**** System Change & Improvement:** Increased physical activity levels during PE by 5-10 minutes a day with an additional 15-20 minutes a day for the students in after school programs.

Goal #2: Increased Nutrition and Physical Activity Opportunities

Alignment to Assessed Weaknesses: This goal was selected to address the numerous nutrition and physical activity weaknesses found in the Physical Activity and Nutrition Survey, weaknesses in the Health Education **module of the SHI** (i.e., lack of essential topics on healthy eating), and the weaknesses in our PE program (i.e., Lack of activity and nutrition resources).

Student Health Force

This addresses weaknesses in **SHI and State Standards**. *Student Health Force* is a new nutrition and wellness online resource for classroom teachers and PE teachers that will be implemented to create a stronger focus for nutrition education and sound eating habits. This evidence-based instruction will help students understand the essential concepts of physical education, physical activity, nutrition and exercise and how they contribute to physical health and well being. This resource will address the program weaknesses as seen in the **HECAT assessment** (i.e., understanding appropriate serving size, selecting foods with ample amounts of vitamins and minerals, the importance of hydration, etc) and provide on-going resources so that all students are able to adopt, practice and maintain health-enhancing behaviors.

Positive Role Models in School and at Home: The goal of *Student Health Force* is enable our students to be advocates and roles models for the younger students as well as to become informed “health advocates” at home. We will also develop a series of student-performed

“classroom energizers” – short 3-5 minutes physical activity videos that will be utilized by the classroom teachers on **an hourly** basis five times a day and our middle school and high school content area teachers at the beginning of each class period 3-5 times a week.

**** System Change & Improvement:** Based on evidence from other PEP Grantees, this strategy will add 15-25 minutes a day by increasing using “Brain Breaks” in the classroom.

The PE4Life Academy Model

To achieve this goal, we will implement a series of projects found in the nationally-recognized PE4Life model with Core Principles. PE4Life’s Core Principles include:

- **Offering a variety of fitness, sport, leisure, and adventure activities to all students,**
- **Implementing a standards-based curriculum,**
- **Providing a safe and encouraging learning environment,**
- **Utilize individual assessments,**
- **Incorporate current technology, and**
- **Extending PE beyond the walls of the gymnasium.**

To implement this Core Principles with the targeted students, we will implement age-appropriate cardiovascular opportunities (e.g., HOPSports; Dance, Revolution, Revolution; Wii Fit, the Socci Multi-Sport System; Inline Skating; and the Foundational Fitness modules at all grade levels. At each high school, we will provide an “Exercise Science Lab” with equipment (e.g., treadmills, recumbent bikes) to implement a student fitness center. This is based on the nationally recognized PE4life Academy (Naperville, Illinois). The Naperville, IL PE4life Academy tested their 9th graders at Naperville Central and found an obesity rate of only 3%, compared to a national obesity rate of 35%. The “Exercise Science Lab” provides equipment such as skin calipers, BMI scales, blood pressure cuffs, heart rate monitors, pedometers, aerobic

steps, jump ropes, and videos to increase enjoyment and progress towards State standards.

**** System Change & Improvement:** This will increase physical activity during PE by approximately 5-10 minutes a day. We will engage our partners in a variety of community and parent outreach activities to extend PE beyond the walls of the gym as seen below.

After-School Fitness and Parent Outreach Partnership: To lead and/or assist the project activities, a cadre of partners will be fully in place when the PEP Grant is awarded.

Name, Organization	Partnership, Focus or Enrichment	Roles and Responsibilities
<p>Marna Canterbury Director, Community Health and Wellness Lakeview Foundation www.Powerup4kids.org</p>	<p>Community-Based Organization</p>	<p>PowerUP 4 Kids- Lakeview Foundation will coordinate and implement all facets of the PEP activities as seen in this proposal including: Content experts for social marketing events; Participate in parent outreach programming as recommended by WC groups on an annual basis; Seek and participate in possible future grant opportunities related to sustainability after Year 3 of the proposed PEP Grant</p>
	<p>Focus: PowerUP 4 Kids: The PowerUP partnership will serve as collaborative agency for the expansion of nutrition and physical activity during the school day.</p>	
<p>Linda Nordgren, Stillwater Area Public Schools Food Services nordgrenl@stillwater.k12.mn.us</p>	<p>Food Services Department</p>	<p>Cafeteria staff will provide a nutritional analysis of all cafeteria menus created by the Food Services Director; staff training that will provide nutritional education to the School District for the targeted program</p>
	<p>Focus: Nutritional analysis of cafeteria foods, Nutrition Program for K-12 students, professional development.</p>	
<p>Kevin Johnston Community Education Coordinator Stillwater Area Schools johnstonk@stillwater.k12.mn.us</p>	<p>Community-Based Organization</p>	<p>Stillwater Area Schools Community Education will work as an after-school organization to coordinate after-school activities for elementary school students like Teaching and Assessing PE Power Standards to increase levels of fitness and participate in health and fitness fairs. Some other activities will include off-site fitness activities and physical activities equipment placed at the site.</p>
	<p>Focus: Adventure Club After-School Program Enrichment: Will support and aligned to Teaching and Assessing PE Power Standards, and Healthy MOVES activities</p>	

<p>Stillwater Area Schools Wellness Committee</p>	<p>District Health Advisory Council</p> <p>Enrichment: Policy Development Will support school and community policy development for physical activity and nutrition.</p>	<p>Coordinate efforts with Fitness Leadership Council as to create a shared responsibility for increasing health and fitness venues for students, teachers, and parents; develop additional policies designed for healthy eating.</p>
<p>Stillwater Area Schools School Nurses</p>	<p>School Health Nurses</p>	<p>Creating a shared responsibility for increasing health and fitness knowledge among the students, teachers, and parents; refine and or develop additional local wellness policies designed to encourage healthy eating, increasing physical activity and lowering BMI</p>
<p>Jason Anderson Coordinator - School Age Care Stillwater Area Schools andersonj@stillwater.k12.mn.us</p>	<p>Stillwater Area Schools Adventure Club</p>	<p>Stillwater Area Schools Adventure Club will work as an after-school organization to coordinate after-school activities for elementary school students like Teaching and Assessing PE Power Standards to increase levels of fitness and participate in and fitness fairs. Some other activities will include off-site fitness activities and physical activities equipment placed at the site.</p>
<p>Jean Streetar Washington County Department Public Health and Environment Program Manager Jean.Streetar@co.washington.mn.us</p>	<p>Local Health Department Focus: Local Physical Activity and Nutrition (LPAN) Activities Enrichment: Will support Teaching and Assessing PE Power Standards, and Student Health activities</p>	<p>Washington County Department of Public Health and Environment will be the agency representation for LPAN as described in Healthy MOVES and staff will assist with resource development and implement all activities of the proposal: assist and support the student leaders with physical activity and nutrition in annual activities; assist with LPAN activity policy and review.</p>
<p>Megan King University of Minnesota Extension Simply Good Eating Program Community Nutrition Educator kingx578@umn.edu</p>	<p>University of Minnesota Extension</p>	<p>Support the Healthy MOVES PEP grant with active representation on the WC, committed to supporting the projects that promote health and wellness for student. Extension will use the social media networks to help promote the PEP grant process.</p>

Peaceful Playgrounds

This addresses weaknesses in the **SHI results and State Standards**. We will implement a new playground/recess program called Peaceful Playgrounds. The Peaceful Playgrounds Program is designed to enhance the total minutes of weekly physical activity by providing elementary students and classroom teachers with structured playground/recess of 20 minutes a day. Their research shows this program's fun and engaging developmentally-appropriate games and learning activities will increase moderate-to-vigorous physical activity levels (Hogan, et al. 2003). We will teach the students how to play these self-directed games while supported by the classroom teachers.

**** System Change & Improvement:** Based on evidence from Peaceful Playground research, this will add 10-15 minutes a day of physical activity by having structured recess activities.

Goal #3 - Developing a Data System to Monitor Student Success

Alignment to Assessed Weaknesses: This goal addresses weaknesses found in the (1) current K-12 PE program (i.e., inability to assess and track student fitness); (2) **the PE and Health modules of the SHI** (i.e., a sequential curriculum consistent with state standards), (3) the PECAT/HECAT (lack of student assessments), and (4) weaknesses in **PE Standards**.

The Virtual PE Administrator

To create a data collection system to track and monitor achievement in **State Standards**, we will implement a district-wide student management system called the Virtual PE Administrator. This will be used to provide the PE teachers with the following:

- An ongoing way to determine the percentage meeting State Standards,
- Create grade-by-grade benchmarks for student success,

- Help school administrators in the assessment of PE teacher effectiveness, and
- Implement a data-driven program as recommended by NASPE and PE4Life.

PE teachers will be provided with the technology (i.e., notebook computers) as well.

(3) Quality of the Project Design

(A) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

We fully intend to sustain all project activities beyond the Federal funding period. This has been accomplished by establishing buy-in and institutional commitment from every school administrator, community partners, and the Central Office. Please see Appendix.

Sustainability Plan: PEP Grant Proposal

Item:	Evidences of Continued Support:
(#1) Continued training for PE teachers	This will be addressed by using a “Teachers as Mentors” model. For example, any new PE teacher will be paired with a veteran teacher to learn how to implement Fitnessgram and Virtual PE Administrator. For each of the curriculum activities, we will designate Lead Teachers to serve as in-house trainers so that we will have no future training costs.
(#2) Upkeep and replacement of PE equipment and supplies.	Each principal has agreed to maintain the PE equipment and supplies. Additionally a “Principal’s Agreement Letter” is shown in the appendix to reflect their buy-in and support. Additionally, our Central Office will put any technology purchases (i.e.,laptops) on the school district’s technology replacement plan. When the grant funding period is over, we will be able to sustain these items.
(#3) Upkeep and maintenance of fitness equipment.	Manufacturers of the products have demonstrated a 10+ year lifespan. For electronic-based items, an extended warranty will be provided by the manufacturer based on the total amount of equipment purchased. Replacement of treadmill belts, annual inspections, and other associated costs will be put into the each school’s annual budget.
(#4) Upkeep and maintenance of web-based items (i.e., Virtual PE Administrator).	Both the Student Health Force and Virtual PE Administrator are web-based products and will not have any on-going fees after the third year of the PEP Grant project. All upgrades and enhancements to this item will be provided free as they become available.
(#5) Upkeep of the Partnership Programs	We are fortunate to have the long-term commitment from our community partners. Each partner has submitted a letter of support that has been placed in the appendix to demonstrate how each of their programs will be continued after the grant is over.

Increased Minutes of Physical Activity: Another indicator of yielding results beyond PEP Grant funding are the additional minutes of physical activity that will continue to be in place. For example, the implementation of our evidence-based activities (I.e., PE4Life Student Fitness Centers, “Brain Breaks,”) will add 40 minutes a day or 200 minutes a week.

Grant Activity	Sustainable?	Daily Minutes	Weekly Minutes
Teaching & Assessing PE Power Standards	YES	+10-15 minutes for every 45-minute PE class.	+37.5 minutes a week (Based on having PE 3 times a week)
Classroom “Brain Breaks”	YES	+15-25 minutes a day for 5 activity breaks/day	+100 minutes a week
Peaceful Playground	YES	+10-15 minutes a day for structured recess program	+ 62.5 minutes a week
Total Additional Minutes a Week			+ 200 minutes a week
Student Health Force “Role Models”	YES	To enhance and support the overall effort to increase activity among students	Intended Outcome: To increase 60 minutes of MVPA a day by at least 5% a year.
Virtual PE Administrator Individual Student Tracking Module	YES	To enhance and support the overall effort to increase activity among students	Intended Outcome: To increase 60 minutes of MVPA a day by at least 5% a year.

Building Capacity- Plans for Professional Development

We have designed a sustained program of professional development for all physical education teachers. For example, each educator will be provided with 4 days of professional development and equal to at least 15-20 hours of professional development a year for the three years of the grant. Additionally, we will have the grant-funded PEP Grant Project Manager, an Administrative Assistant, a Data Collection Coordinator, and three designated Lead PE Teachers who will provide I-on-1 assistance as-needed.

Program	Participants	Time	Competencies
PE Power Standards training	PE teachers	5 hours	Teachers will learn about the theory behind development of the curriculum and how to use the instructional materials, including demonstrations of lessons and assessment of student progress.
PE4Life	PE teachers	5	Teachers will learn how to teach and implement the variety of new

Model	and partners	hours	programs – HOPSports, Peaceful Playgrounds, etc.
Student Health Force, Fitnessgram	All K-12 PE teachers	5 hours	Teachers will learn how to implement this nutrition and wellness resource and the 6 Fitnessgram (Presidential Youth Fitness Program) assessment components. Funds allocated for all 3 years as refresher sessions.
Virtual PE Administrator	All PE teachers	5 hours	These training sessions will equip PE teachers to use each of these technologies in the support of enhanced student performance using proven assessment procedures as described in the proposal's activities. Funds allocated for all 3 years as refresher sessions.

State and National PE Conferences: PE teachers will participate in the annual Minnesota AHPERD conferences during the grant period. Through these sessions, our PE instructors will learn about the latest research, trends and effective strategies for motivating students to be physically active. Instructors will also learn about topics such as sequencing content, effectively aligning activities with learning goals, and using activities that are based on students' abilities and interest into the PE program.

Building Capacity – Assurances for All Developmental Levels, Gender, Cultural Diversity

We will also ensure that all students of all developmental levels, gender, and cultural diversity are addressed. For this part of our project, we will secure the services of Mr. Jim Rich, a PE Consultant with a strong background the “Inclusion Model” through his work in adapted physical education. Mr. Rich will be required to provide constant and continuous contact with all program staff to ensure the activities are being implemented for all students, including those with disabilities.

(3) Quality of the Project Design
(B) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

The design of the proposed project reflects up-to-date knowledge form research and effective practice based on the wide variety of assessment tools (i.e., School Health Index,

PECAT/HECAT), the PE4Life Model, and professional input from our community partners (i.e., Lakeview Foundation, Washington County Department of Public Health and Environment, WC members, etc.). For example, the use of Student Fitness Centers have been suggested by national organizations such as NASPE and Fit4Life; the inclusion of a stronger student assessment component (i.e., Teaching & Assessing PE Power Standards, Virtual PE Administrator) has been recommended by NASPE and the Society of State Leaders for Health and Physical Education; and increasing physical activity opportunities within the school day and beyond is recommended by CDC and other health experts.

To take this one step further, we compared the proposed grant activities against the recommendations from the Minnesota *Action for Healthy Kids* organization. This is one of the lead groups for Healthy School reform in the state with the charge to address “*obesity and prevention by working with schools to help kids learn to eat right and be active every day.*” These recommendations are based on the latest research on effective obesity prevention strategies for schools and communities.

Minnesota Action for Healthy Kids Current Research and Effective Practice Recommendations

Recommended Best Practices	Project
Comprehensive Activity and Physical Education: Provide instruction and programs that meet various needs and interests of all students, including those with illness, injury, and developmental disability, as well as those with obesity, sedentary lifestyles or a disinterest in traditional team sports.	This recommendation is included in the Student Fitness Centers, Exercise Science Labs, Peaceful Playgrounds, and <u>Teaching and Assessing PE Power Standards</u> .
Community Approach: Encourage the use of school facilities for physical activity programs offered by the school and/or community-based organizations outside of school hours.	To address this recommendation, we will coordinate all of the community partners so that the school setting becomes the “hub” of the community-wide interventions.
Comprehensive Nutrition Education:	To address this recommendation, we will

Recommended Best Practices	Project
Provide students at all grade levels with behavior-focused nutrition education integrated into the curriculum that is interactive and teaches the skills needed to adopt healthy eating habits.	provide Student Health Force, <u>Teaching and Assessing PE Power Standards</u> coordinate all of the partners so that there is a strong, comprehensive nutrition education approach at all grade levels.

(3) Quality of the Project Design

(C) The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements.

Addresses a Comprehensive & Exceptional Approach: To demonstrate how the proposal shows an exceptional approach for meeting the PEP Grant statutory purposes and requirements, the following information is provided. As seen in the descriptions of the previous sections, this proposal addresses the Absolute Priority “to develop, expand, or improve” the physical education program and address the State PE Standards “by the undertaking of the following activities:”

PEP Grant Absolute Priority	Addressed in the Healthy MOVES Proposal
(1) instruction in healthy eating habits and good nutrition;	To address an exceptional approach for improving instruction in healthy eating habits and good nutrition, we will use <u>Teaching & Assessing PE Power Standards</u> ’ CDC-recommended obesity prevention lessons, Student Health Force’s teacher online resources, “Health Advocates” mentoring program, and our numerous After-School and Parent/Family Outreach activities as previously described.
(2a) physical fitness activities that must include at least one of the following: fitness education and assessment to help students understand, improve, or maintain their physical well-being;	To address an exceptional approach for improving instruction in fitness education and assessment, we will use the <u>Presidential Youth Fitness Program (PYFP)</u> coupled with partners’ in-kind funding of the student incentives; the Virtual Physical Education Administrator, Student Fitness Centers, Exercise Science Labs, and our numerous After-School and Parent/Family Outreach activities as previously described.
(2b) instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of	To create an exceptional approach for improving instruction in motor skill development for every students, we will use <u>Teaching & Assessing PE Power Standards</u> ’ skill-based instructional strategies with associated instructional supplies, Peaceful Playgrounds recess and after-school packages, the Student Fitness Centers, Exercise

PEP Grant Absolute Priority	Addressed in the Healthy MOVES Proposal
every student;	Science Labs, and our numerous After-School and Parent/Family Outreach activities as previously described.
(2c) development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle;	To create an exceptional approach for improving instruction in cognitive concepts for motor skill and lifetime fitness, we will use <u>Teaching & Assessing PE Power Standards</u> , <u>Presidential Youth Fitness Program (PYFP)</u> , Student Health Force, the Student Fitness Centers, Exercise Science Labs, and the After-School and Parent/Family Outreach activities as previously described.
(2d) opportunities to develop positive social and cooperative skills through physical activity participation;	To create an exceptional approach for improving instruction in positive social and cooperative skills, we will use Peaceful Playgrounds, <u>Teaching & Assessing PE Power Standards</u> , <u>Presidential Youth Fitness Program (PYFP)</u> , Student Health Force, the Student Fitness Centers, Exercise Science Labs, and the After-School and Parent/Family Outreach activities as previously described.
(2e) opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.	To create an exceptional approach for improving instruction in professional development, funds will be allocated to provide teachers with numerous staff development opportunities throughout the year. These include, State and National AAHPERD Conventions, on-site K-12 PE workshops and other professional development activities cited in Quality of the Project Design section. A minimum of 20 hours of professional growth will be planned for each school year.

Addresses Competitive and Invitational Priorities: To demonstrate how the proposed project addresses the Competitive Priorities and Invitational Priorities, the following chart is provided.

Competitive and Invitational Priorities	Project
Invitational Priority 1 - Requirement #1: Strive for universal access;	Please see letters of support from Exceptional Children’s Director, School Nurses, English-as a Second Language teachers, and the details in the “Building Capacity – Assurances for All Developmental Levels, Gender, Cultural Diversity” specific to the “Inclusion Model.”
Invitational Priority 1 - Requirement #2: Include a range of age appropriate activities;	Please see the description of the proposed PEP Grant activities in previous sections, selection criteria of the grant activities in the Appendix, and the addressing of K-12 students as the target population.
Invitational Priority 1 - Requirement #3: Aim to reach the recommended guidelines on dosage and duration;	Please see the description of <u>Teaching & Assessing PE Power Standards’ CDC-Physical Activity</u> recommendations on proper dosage (i.e., moderate-to-vigorous) and duration (i.e., 3 times per week). Additionally, the lessons that are in the PYFP fitness

Competitive and Invitational Priorities	Project
	assessment incorporate guidelines on upper body fitness, flexibility, and core muscle fitness.
Invitational Priority 1 - Requirement #4: Be engaging and fun for kids;	Each of the proposed PEP Grant activities (i.e., HOPSports, Foundation Fitness, Student Fitness Centers) have been shown to increase student participation and levels of enjoyment. Additionally, we have included items such as DDR and other video-interactive fitness items.
Invitational Priority 1 - Requirement #5: Be led by well-trained coaches and mentors;	As seen in the “Plans for Professional Development” in the Quality of the Project Design, each teacher will receive a minimum of 20 hours of professional growth each year.
Invitational Priority 1 - Requirement #7: Provide consistent motivation and incentives.	This addressing this requirement, we will coordinate all of the community partners so that the school setting becomes the “hub” for the community-wide motivation and PYFP incentives.
Competitive Preference Priority 2 - Participation of required partners as defined in the Notice Inviting Applications.	This Competitive Preference is being addressed in the proposed grant activities as seen in our community outreach partners’ programs.

**** Additional information on how this proposal specifically addresses Requirements 2, 3, 4, 5, and 7 has been placed in the Appendix as well.**

(4) Adequacy of Resources

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

As stated in the Grant Abstract, we will serve a target population of 9,000 K-12 students on 13 separate school campuses. A large and geographically isolated county, Stillwater Area School District’s proposal will dramatically increase the physical activity and nutrition education resources across the entire district. This will happen campus-by-campus, grade-by-grade, and class-by-class. The actual number of total served students is higher than the existing target population as 700-800 new Kindergarten students enter in Years 2-3. All of the costs associated with this grant proposal will greatly enhance physical activity opportunities with the schools serving as the “Hub” for increased physical fitness and nutrition knowledge and positive health

behaviors. We feel that the costs of **Healthy MOVES** reflect a solid value based on the total number of students served, the anticipated physical activity benefits described in previous sections, overall increases in annual School Health Index scores, strengthening of a fragmented and fragile Physical Education and Nutrition program as seen in the low PECAT/HECAT scores, and the development of new district-wide community partnerships. Additionally, the district's commitment towards the project is seen by the number support letters and Principal Assurance Forms. We will also formalize a PE Teacher Observation System to track the adoption of positive teaching behaviors and instructional strategies.

See Appendix for a copy of this new Teacher Evaluation & Observation Form.

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

Background: Due to the size and scope of the proposed project, three full-time positions will be utilized (Grant Program Manager, Administrative Assistant, Data Collection Coordinator) will be hired. These three key positions were recommended by numerous current and past PEP Grantees that were contacted by the GMT. These persons will work under the supervision of Deb Van Klei, the Project Director for this proposal. Additionally, three Lead Teachers will be identified to assist in the overall implementation of the proposed grant activities. See Appendix for Job Descriptions.

Grant Management Team: A Grant Management Team (GMT) consisting of Deb Van Klei, the funded PEP Grant Program Manager, Child Nutrition Director, the Health Department, Grant Program Manager, and the school district's Finance Director will be established and will meet monthly to ensure all grant benchmarks are met in a timely manner.

Implementation Plan:

A key task of the project team will be to finalize the project implementation plan within 30 days of funding notification. Each building principal will appoint a 'PEP Champion' to coordinate implementation of the various project components at the school level. The project director and project team will work with vendors to determine the most efficient strategies for rolling out the various components across the district. Wherever possible, trainings and professional development sessions will be coordinated to include multiple schools and/or grades.

Timeline of Grant Activities		Year 1			Year 2			Year 3			Milestones
Task	Tasked To	Fall '13	Spr '13	Sum '13	Fall '14	Spr '14	Sum '14	Fall '15	Spr '15	Sum '15	
Biweekly program planning meetings	PEP, PD, GSC	X									By October 15: First meeting
Monthly program planning meetings	PEP, PD, GSC		X	X	X	X	X	X	X	X	January: Begin meeting monthly or more often
Finalize evaluation plan	PEP, PD, Eval	X									October: Review plan. November: Finalize
Develop new Parent Outreach modules	ComPartrs Nutr, Nurs	X									October: Establish team and begin development December: Finalize
Develop "Calendar of Annual Events"	PEP, PD, Eval	X									October: Establish team and begin development December: Finalize
Order equipment	PEP, Inst, LT	X		X			X				Throughout: Prior to PD each year, receive and distribute equipment
Provide targeted Professional Development (PD)	PEP, PD, Eval	X	X	X	X	X	X	X	X	X	Throughout: Targeted PD on designated staff development days; or provide substitutes for targeted teachers and summer PD opportunities
Provide on-going technology PD (VPE, Student Health Force)	PEP, LT	X		X	X		X	X			Summer: '13, '14, '15; Fall: '14, '15 Refresher trainings
Implement new Parent Outreach modules	ComPartrs Nutr, Nurs, PubHealth		X		X			X			Spring '13, '14, '15; Fall '13, '14, '15

Collect all baseline and nine-weeks assessments (GPRA, Fitnessgram, etc.) using online reporting tools	PEP, Inst, LT	X	X		X	X		X	X		Start of school year and each nine weeks: GPRA measures for each student, data available on VPE assessment platform
Share generated reports for continuous feedback and improvement to all RCPS staff, PTA/PTO, parents, students, partners, media outlets	PEP, GSC, WC	X	X	X	X	X					Every 9-weeks by internal reports; Spring '13: public reports available Spring '13: in-house reports available
Implement Parent Outreach and associated Community Partner activities	ComPartrs Nutr, Nurs, PubHealth	X	X		X	X		X	X		Monthly: Community partners' activities for each regional school cluster site
PECAT/HECAT for course revisions	PEP, Inst, LT		X		X			X			Each Spring conduct and in Fall report: '13,'14, 15
SHI and internal policy reviews and recommendations	PEP, GSC, WC	X	X	X	X	X	X	X	X	X	Spring: SHI Ongoing: policy review
Formative and Summative assessments	Eval, PEP, GSC	X	X		X	X		X	X		Each semester: GSC and SHAC review, program revisions
Share school and district aggregate GPRA reports for public viewing online	PEP, LT		X		X	X		X	X		Each semester: results made public online
Annual summative report	Eval, PEP			X			X			X	Summer: annual report for internal review, Dept of Ed, and dissemination
Planning for continuation of all PEP grant activities after Year 3	PEP, GSC, WC								X	X	Identify key stakeholders, policy makers, or others needed to ensure continuation after award completion

* **PEP** = Hired PEP Grant Manager and staff; **PD** = Project Director (Deb Van Klei); **GSC** = Grant Steering Committee; **WC** = Wellness Committee; **Inst** = Physical Education Teachers, **LT** = Lead PE Teachers; **Eval** = Evaluator; **Nutr** = District Nutritionist, **Nurs** = District Nurses; **PubHealth** = Public Health Department; **ComPartrs** = Community Partners.

The time commitments of the Grant Program Manager, Grant Management Team and other key personnel are appropriate and adequate to meet the objectives of our proposed project. As noted above, a full-time Grant Manager will be hired to manage all project activities. This person will work with the project team and key project personnel to ensure that our project is carried out

on-time, as specified and within the identified budget. A job description outlining key position roles and responsibilities is included in the appendices. As a member of the Grant Management Team, the Health Department representative will invest 8-10 hours per month in supporting our PEP initiative. In addition, building principals will devote about 5% of their time towards PEP project activities. The following chart highlights the time commitments of the Project Director, PEP Grant Manager, and other key personnel.

Proposed Grant Roles and Time Commitments

PEP Grant Roles	Person(s) Identified	Time Commitment
Project Director: This position will directly supervise the PEP Grant Program Manager and will be the lead position when reporting to the Office of Safe and Drug-Free Schools	Deb Van Klei Project Director	40% time and effort (16 hours weekly)
Building Principals: These positions will be responsible for the new PE teacher evaluations, placement of PEP Grant equipment on-site, will sign-off on all required PEP Grant data collections, assist PEP Grant staff with internal communications, provide feedback to PEP Grant staff for continuous improvement.	Current principals at each school site	10% time and effort (4 hours weekly), 12 months
PE Teachers, Classroom Teachers, Afterschool Staff: These positions will be responsible for implementing instruction, gathering GPRA student data, and providing feedback for continuous improvement.	Current staff at each school site	This will be incorporated into current duties
PEP Grant Program Manager: This position will serve as the primary program administrator responsible for all of the PEP Grant activities, signing-off on purchase orders, coordinating all bids, contracts, and other data collection requirements.	To be hired	100% full-time (40 hours a week), 12-months
Administrative Assistant: This position will support the PEP Grant Program Manager in terms of creating, filing, storing, and keeping track of all PEP Grant functions.	To be hired	100% full-time (40 hours a week), 12-months
Data Collection Coordinator: This position will support the GPRA and project-specific data needed for the PEP Grant.	To be hired	100% full-time (40 hours a week),
Lead PE Teachers: These two positions will assist the PE teachers and PEP Grant staff with all student data collection efforts	To be hired	Stipend – 5 hours a week for 10 months
Grant Steering Committee Chaired by Deb Van Klei, includes representatives from school and community including parents, PTA/PTO, students.	See Appendix	7.5% time and effort (3 hours weekly), 12 months
Food Service Department Staff	Already in place	5% time and effort (2 hours weekly), 12 months
School Nurses	Current nursing staff	5% time and effort (2 hours weekly), 12 months
Community Partners	Existing partners	7.5% time and effort (3 hours weekly), 12 months

(6) Quality of the Project Evaluation

(A) The extend to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

Program Objectives and Outcomes: To better define the proposal’s three goals, the following measurable program objectives were identified. Each of these objectives contains measurable benchmarks that will be a part of the evaluation of this Carol M. White PEP Grant proposal.

Alignment of Program Objectives, Outcomes, and Benchmarks

Objectives	Measurement Tool(s)	Benchmarks
1.1 (GPRA #1) School students will achieve 60 minutes of activity measured by pedometer and 3DPAR survey.	1.1.1 - At the beginning of each school year, students will be assessed using the required GPRA assessments (Online 3DPAR survey and wireless downloadable pedometers) and monitored at the end of each 18 weeks (two additional times). Data will be gathered by teachers and verified each 18-weeks by the evaluator.	Year 1: By the end of Year 1, data will increase by at least 10% over baseline. Year 2: By the end of Year 2, data will increase by at least 20% over baseline. Year 3: By the end of Year 3, data will increase by at least 3% over baseline.
2.1 (GPRA #2) Students will improve on the PYFP in at least five of the six fitness areas.	2.1.1 - At the beginning of each school year, students will be assessed on the PYFP. Data will be gathered by the PE teachers on notebook computers for “real-time assessments to verified each 18-weeks (two additional times) by the evaluator.	Year 1: By the end of Year 1, data will increase by at least 10% over baseline. Year 2: By the end of Year 2, data will increase by at least 20% Year 3: By the end of Year 3, data will increase by at least 30%.
3.1 (GPRA #3) School students will improve healthy nutritional behaviors regarding fruit and vegetable consumption.	3.1.1 - We will use the nutrition questions from CDC’s YRBS at the beginning of each school year, students will be assessed on health eating habits as described by the GPRA requirements. Data will be collected using an online web-based student survey to be designed by the PEP Grant Evaluator at the end of each 18 weeks as directed by the PE teachers and reported to the Principals.	Year 1: By the end of Year 1, data will increase by at least 10% over baseline. Year 2: By the end of Year 2, data will increase by at least 20% over baseline. Year 3: By the end of Year 3, data will increase by at least 3% over baseline.
4.1 Increase the percentage of Students meeting State Standards to 50%, 75%, and 85%.	4.1.1 - Based on baseline data, currently less than 34% of students are making adequate yearly progress in PE Standards as measure by PE teachers and Principals. Verified at the end of each 18-weeks by the evaluator.	Year 1: Passing rate will be at least 50%. Year 2: Passing rate will be 75%. Year 3: Passing rate will be 85%.
5.1 Increase the baseline SHI modules	5.1.1 - Based on baseline data of the SHI Modules #1-#4 these scores will increase on an annual basis. To be assessed by PEC and	Year 1: Data will increase 10%. Year 2: Data will increase 20%.

#1-#4 average.	Principals. Verified at the end of the school year by the evaluator.	Year 3: Data will increase 30%.
6.1 Decrease student BMI data.	6.1.1 – At the beginning of the grant period, targeted students are assessed on BMI. As measured by School Nurses and PE teachers. Verified at the end of each 18-weeks by the evaluator.	Year 1: Student BMI levels will decrease by 5%. Year 2: BMI decreases by 10%. Year 3: Student BMI levels will decrease by at least 15%.

The Grant Evaluator will provide rich data set that will include both formative (on-going informal assessments such as feedback from principals and PE teachers) and summative approaches (summarizing the results of learning and growth at a certain time, such at year’s end). This will allow ample opportunity for timely and regular feedback of collected student data (i.e., every 18 weeks) to the project’s stakeholders. Mr. Artie Kamiya has been identified as the lead PEP Grant Program Evaluator. A distinguished national leader in physical education, Mr. Kamiya was recognized by the National Association for Sport and Physical Education (NASPE) as the 2004 National K-12 Physical Education Administrator of the Year. He and his company have been hired to evaluate numerous Carol M. White PEP Grants across the United States.

Please see Appendix for Mr. Kamiya’s Vita.

**Appendix A: Stillwater Area School District Physical Activity and Nutrition Data
(March, 2015 – 1,223 Students)**

Gender

- *Boy* (607/1233) 49.23%
- *Girl* (626/1233) 50.77%

Race

- *White* (1071/1233) 86.86%
- *Black* (32/1233) 2.60%
- *Hispanic* (30/1233) 2.43%
- *Asian* (55/1233) 4.46%
- *American Indian* (3/1233) 0.24%
- *Other* (42/1233) 3.41%

On how many of the past 7 days did you exercise or participate in physical activity for at least 20 minutes that you sweat and breathe hard, such as basketball, soccer or running?

- *0* (35/1233) 2.84%
- *1* (56/1233) 4.54%
- *2* (102/1233) 8.27%
- *3* (139/1233) 11.27%
- *4* (227/1233) 18.41%
- *5* (239/1233) 19.38%
- *6* (196/1233) 15.90%
- *7* (239/1233) 19.38%

On how many of the past 7 days did you participate in physical activity for at least 30 minutes that did not make you sweat or breathe hard, such as fast walking, slow bicycling, skating, or pushing a lawn mower?

- *0* (129/1233) 10.46%
- *1* (102/1233) 8.27%
- *2* (155/1233) 12.57%
- *3* (176/1233) 14.27%
- *4* (165/1233) 13.38%
- *5* (177/1233) 14.36%
- *6* (108/1233) 8.76%
- *7* (221/1233) 17.92%

On how many of the past 7 days did you do exercises to strengthen or tone your muscles, such as pushups, sit-ups, or weight lifting?

- *0 days* (184/1233) 14.92%
- *1 day* (141/1233) 11.44%
- *2 days* (191/1233) 15.49%
- *3 days* (199/1233) 16.14%
- *4 days* (180/1233) 14.60%
- *5 days* (150/1233) 12.17%
- *6 days* (75/1233) 6.08%
- *7 days* (113/1233) 9.16%

During the past 7 days, on how many days were you physically active for a total of at least 60 minutes day?

- *0 days* (98/1233) 7.95%
- *1 day* (94/1233) 7.62%
- *2 days* (141/1233) 11.44%
- *3 days* (176/1233) 14.27%
- *4 days* (165/1233) 13.38%
- *5 days* (198/1233) 16.06%
- *6 days* (150/1233) 12.17%
- *7 days* (211/1233) 17.11%

On an average school day, when do you generally go to bed?

- *By 9:00 PM* (241/1233) 19.55%
- *By 9:30 PM* (272/1233) 22.06%
- *By 10:00 PM* (266/1233) 21.57%
- *By 10:30 PM* (216/1233) 17.52%
- *By 11:00 PM* (108/1233) 8.76%
- *By 11:30 PM* (59/1233) 4.79%
- *After 11:30 PM* (71/1233) 5.76%

How many of your five closest friends are physically active on a regular basis?

- *0* (34/1233) 2.76%
- *1* (58/1233) 4.70%
- *2* (137/1233) 11.11%
- *3* (268/1233) 21.74%
- *4* (278/1233) 22.55%
- *5* (458/1233) 37.15%

I wish I had more physical education classes.

- *Disagree* (143/1233) 11.60%
- *Neutral* (516/1233) 41.85%
- *Agree* (574/1233) 46.55%

I wish that I did not have to go to physical education class.

- *Disagree* (815/1233) 66.10%
- *Neutral* (305/1233) 24.74%
- *Agree* (113/1233) 9.16%

My family encourages me to be physically active.

- *Disagree* (40/1233) 3.24%
- *Neutral* (284/1233) 23.03%
- *Agree* (909/1233) 73.72%

I enjoy habits like watching TV or playing computer/video games more than being physically active

- *Disagree* (423/1233) 34.31%
- *Neutral* (640/1233) 51.91%
- *Agree* (170/1233) 13.79%

How many hours do you watch television or videos, play video games or use the internet?

- *None* (22/1233) 1.78%
- *Less than 1 hour per day* (403/1233) 32.68%
- *2 hours per day* (476/1233) 38.61%
- *3 hours per day* (211/1233) 17.11%
- *4 or more hours per day* (121/1233) 9.81%

During the past 7 days, how many times did you drink 100% fruit juice such as orange juice?

- *I did not drink 100% fruit juice during the past 7 days* (206/1233) 16.71%
- *1 to 3 times during the past 7 days* (456/1233) 36.98%
- *4 to 6 times during the past 7 days* (318/1233) 25.79%
- *1 time a day* (138/1233) 11.19%
- *2 or more times a day* (115/1233) 9.33%

During the past 7 days, how many times did you eat fruit? (Do not count fruit juice)

- *I did not eat fruit during the past 7 days* (39/1233) 3.16%
- *1 to 3 times during the past 7 days* (249/1233) 20.19%
- *4 to 6 times during the past seven days* (421/1233) 34.14%
- *1 time a day* (204/1233) 16.55%
- *2 or more times a day* (320/1233) 25.95%

During the past 7 days, how many times did you eat green salad?

- *I did not eat green salad during the past 7 days* (359/1233) 29.12%
- *1 to 3 times during the past 7 days* (575/1233) 46.63%
- *4 to 6 times during the past 7 days* (189/1233) 15.33%
- *1 time a day* (79/1233) 6.41%
- *2 or more times a day* (31/1233) 2.51%

During the past 7 days, how many times did you eat other vegetables?

- *I did not eat other vegetables during the past 7 days* (122/1233) 9.89%
- *1 to 3 times during the past 7 days* (460/1233) 37.31%
- *4 to 6 times during the past 7 days* (367/1233) 29.76%
- *1 time a day* (140/1233) 11.35%
- *2 or more times a day* (144/1233) 11.68%

During the past 7 days, how many glasses of milk did you drink?

- *I did not drink milk during the past 7 days* (100/1233) 8.11%
- *1 to 3 glasses during the past 7 days* (170/1233) 13.79%
- *4 to 6 glasses during the past 7 days* (206/1233) 16.71%
- *1 glass per day* (142/1233) 11.52%
- *2 glasses per day* (233/1233) 18.90%
- *3 glasses per day* (181/1233) 14.68%
- *4 or more glasses per day* (201/1233) 16.30%

During the past 7 days, how many times did you drink sugar-added drinks such as soda or pop,?

- *I did not drink sugar-added beverages during the past 7 days* (254/1233) 20.60%
- *1 to 3 times during the past 7 days* (573/1233) 46.47%
- *4 to 6 times during the past 7 days* (207/1233) 16.79%
- *1 time per day* (84/1233) 6.81%
- *2 or more times per day* (54/1233) 4.38%
- *3 or more times per day* (31/1233) 2.51%
- *4 or more times per day* (30/1233) 2.43%

Appendix B: Stillwater Area School District SHI Results

Module 1: School Health and Safety Policies and Environment

Background: We have been able to aggregate SHI scores into the following charts. Each chart shows the current scores and projected growth attributed to the proposed PEP Grant.

Scoring Rubric: Fully in Place = 3; Partially in Place = 2; Under Development = 1, Not in Place = 0

Elementary (K-5)	2013	2014	2015	2016
CC.1 Representative school health committee	1	2	3	3
CC.2 Written school health and safety policies	1	2	3	3
CC.3 Communicates school health and safety policies	1	2	3	3
CC.4 Connectedness to school	0	1	2	2
CC.5 Overcome barriers to learning	0	1	2	2
CC.6 Enrichment experiences	0	1	2	2
S.1 Safe physical environment	2	3	3	3
S.2 Maintain safe physical environment	1	2	3	3
S.3 No tolerance for harassment or bullying	1	2	3	3
S.4 Active supervision to promote safety	1	2	2	3
S.5 Written crisis response plan	2	2	3	3
S.6 Staff development on unintentional injuries, violence	1	2	2	2
PA.1 Recess	1	3	3	3
PA.2 Access to physical activity facilities outside school hours	1	2	2	3
PA.3 Adequate physical activity facilities	1	2	2	3
PA.4 Prohibit using physical activity as punishment	1	2	2	3
N.1 Prohibit using food as reward or punishment	1	2	2	3
N.2 Fundraising efforts supportive of healthy eating	1	2	3	3
N.3 Restrict access to foods of minimal value	1	2	3	3
N.4 Restrict access to other foods of low nutritive value	2	2	3	3
N.5 Hands washed before meals and snacks	1	2	2	3
Subtotals of each column:	33%	67%	86%	94%

Appendix B: Stillwater Area School District SHI Results

Module 1: School Health and Safety Policies and Environment

Background: We have been able to aggregate SHI scores into the following charts. Each chart shows the current scores and projected growth attributed to the proposed PEP Grant.

Scoring Rubric: Fully in Place = 3; Partially in Place = 2; Under Development = 1, Not in Place = 0

Secondary (6-12)	2013	2014	2015	2016
Representative school health committee (CC.1)	1	2	3	3
Written school health and safety policies (CC.2)	2	2	3	3
Communicate school health and safety policies to students, parents, staff, and visitors (CC.3)	1	2	3	3
Connectedness to school (CC.4)	0	2	2	2
Overcome barriers to learning (CC.5)	0	2	2	3
Enrichment experiences (CC.6)	0	2	2	3
Safe physical environment (S.1)	2	2	3	3
Maintain safe physical environment (S.2)	1	2	3	3
No tolerance for harassment or bullying (S.3)	1	2	3	3
Active supervision to promote safety (S.4)	1	2	3	3
Written crisis response plan (S.5)	1	2	2	3
Staff development on unintentional injuries, violence, and suicide (S.6)	1	2	2	3
Access to physical activity facilities outside school hours (PA.1)	1	2	2	3
Adequate physical activity facilities (PA.2)	1	2	2	3
Prohibit using physical activity as punishment (PA.3)	1	2	2	3
Prohibit using food as reward or punishment (N.1)	1	2	2	3
Fundraising efforts supportive of healthy eating (N.2)	1	2	2	3
Restrict access to foods of minimal nutritional value (N.3)	1	2	3	3
Restrict access to other foods of low nutritive value (N.4)	1	2	3	3
Subtotals of each column:	27%	57%	68%	84%

Appendix B: Stillwater Area School District SHI Results

Module 2: Health Education

Background: We have been able to aggregate SHI scores into the following charts. Each chart shows the current scores and projected growth attributed to the proposed PEP Grant.

Scoring Rubric: Fully in Place = 3; Partially in Place = 2; Under Development = 1, Not in Place = 0

Elementary (K-5)	2013	2014	2015	2016
CC.1 Health education taught at all grades	0	1	2	2
CC.2 Sequential health education curriculum consistent with standards	0	1	2	3
CC.3 Active learning strategies	0	2	2	3
CC.4 Opportunities to practice skills	0	1	2	3
CC.5 Culturally appropriate examples and activities	0	1	2	3
CC.6 Assignments encourage student interaction with family and community	0	1	2	3
CC.7 Professional development in health education	0	1	2	3
CC.8 Professional development in delivering curriculum	0	1	2	3
CC.9 Professional development in classroom management techniques	1	2	3	3
S.1 Essential topics on preventing unintentional injuries, violence, and suicide	0	1	2	3
PA.1 Essential topics on physical activity	0	1	2	3
N.1 Essential topics on healthy eating	0	1	2	2
T.1 Essential topics on preventing tobacco use	0	1	2	3
A.1 Essential topics on asthma awareness	0	1	2	2
	2%	35%	69%	93%

Appendix B: Stillwater Area School District SHI Results

Module 2: Health Education

Background: We have been able to aggregate SHI scores into the following charts. Each chart shows the current scores and projected growth attributed to the proposed PEP Grant.

Scoring Rubric: Fully in Place = 3; Partially in Place = 2; Under Development = 1, Not in Place = 0

Secondary (6-12)	2013	2014	2015	2016
Required health education course (CC.1)	1	2	2	3
Health education grading (CC.2)	1	2	2	3
Sequential health education curriculum consistent with standards (CC.3)	1	2	2	3
Active learning strategies (CC.4)	1	2	2	3
Opportunities to practice skills (CC.5)	1	2	2	3
Culturally appropriate examples and activities (CC.6)	1	2	2	3
Assignments encourage student interaction with family and community (CC.7)	0	1	2	3
Credentialed health education teachers (CC.8)	2	2	3	3
Professional development in health education (CC.9)	1	2	3	3
Professional development in delivering curriculum (CC.10)	1	2	2	3
Professional development in classroom management techniques (CC.11)	1	2	3	3
Essential topics on preventing unintentional injuries, violence, and suicide (S.1)	1	2	2	3
Essential topics on physical activity (PA.1)	1	2	2	3
Essential topics on healthy eating (N.1)	1	2	2	3
	33%	64%	73%	97%

Appendix B: Stillwater Area School District SHI Results

Module 3: Physical Education & Physical Activity

Background: We have been able to aggregate SHI scores into the following charts. Each chart shows the current scores and projected growth attributed to the proposed PEP Grant.

Scoring Rubric: Fully in Place = 3; Partially in Place = 2; Under Development = 1, Not in Place = 0

Elementary (K-5)	2013	2014	2015	2016
PA.1 At least 150 minutes of physical education per week	0	1	2	2
PA.2 Adequate Teacher/student ratio	1	2	2	3
PA.3 Sequential PE Curriculum	0	1	2	3
PA.4 Health related physical fitness	0	1	2	3
PA.5 Students active 50% of class	0	2	3	3
PA.6 Teachers avoid practices that result student inactivity	1	2	3	3
PA.7 Physical education is enjoyable	1	2	3	3
PA.8 Promote community activities	0	1	2	3
PA.9 Credentialed PE teachers	2	2	3	3
PA.10 Professional development	0	2	3	3
PA.11 Address special health care needs	0	1	2	3
PA.12 Safety practices in place	1	2	3	3
PA.13 Playgrounds meet safety practices	1	2	2	3
Subtotals of each column:	17%	53%	82%	97%

Appendix B: Stillwater Area School District SHI Results

Module 3: Physical Education & Physical Activity

Background: We have been able to aggregate SHI scores into the following charts. Each chart shows the current scores and projected growth attributed to the proposed PEP Grant.

Scoring Rubric: Fully in Place = 3; Partially in Place = 2; Under Development = 1, Not in Place = 0

Secondary (6-12)	2013	2014	2015	2016
225 minutes of physical education per week (PA.1)	1	2	2	2
Adequate teacher/student ratio (PA.2)	1	2	3	3
Sequential physical education curriculum consistent with standards (PA.3)	0	1	2	3
Physical education grading (PA.4)	0	1	2	3
Prohibit substitution for physical education (PA.5)	0	2	3	3
Individualized physical activity/fitness plans (PA.6)	0	1	2	3
Health-related physical fitness (PA.7)	0	1	2	3
Students active at least 50% of class time (PA.8)	0	1	2	3
Teachers avoid practices that result in student inactivity (PA.9)	0	1	2	3
Physical education is enjoyable (PA.10)	0	1	2	3
Promote community physical activities (PA.11)	0	1	2	3
Credentialed physical education teachers (PA.12)	3	3	3	3
Professional development for teachers (PA.13)	0	1	2	3
Participation in extracurricular physical activity programs (PA.14)	0	1	2	3
Training requirements for coaches (PA.15)	2	2	2	3
Address special health care needs (PA.16/A.1)	0	1	2	3
Physical education safety practices (S.1/PA.17/A.2)	2	2	2	3
Physical activity facilities meet safety standards (S.2/PA.18)	1	1	2	3
Athletics safety requirements (S.3/PA.19)	2	2	2	3
Subtotals of each column	21%	47%	73%	97%

Appendix B: Stillwater Area School District SHI Results

Module 4: Nutrition Services

Background: We have been able to aggregate SHI scores into the following charts. Each chart shows the current scores and projected growth attributed to the proposed PEP Grant.

Elementary (K-5)	2013	2014	2015	2016
N.1 Breakfast and lunch programs	1	2	2	3
N.2 Variety of foods in school meals	1	2	2	2
N.3 Low-fat and skim milk available	3	3	3	3
N.4 Meals include appealing, low-fat items	1	2	2	3
N.5 Purchasing/Preparation reduces fat	1	2	2	3
N.6 A la carte, appealing, low-fat items	1	2	2	3
N.7 Other venues, appealing, low-fat items	1	2	2	3
N.8 Healthy food and beverage choices	2	2	3	3
N.9 Adequate time to eat school meals	1	2	2	2
N.10 Collaboration between food service/teachers	0	1	2	3
N.11 Degree/certification of Manager	2	2	3	3
N.12 Professional development of Manager	2	2	3	3
N.13 Clean, safe, pleasant cafeteria	2	2	3	3
N.14 Prepared for food emergencies	2	3	3	3
Subtotals of each column:	50%	69%	81%	90%

Appendix B: Stillwater Area School District SHI Results

Module 4: Nutrition Services

Background: We have been able to aggregate SHI scores into the following charts. Each chart shows the current scores and projected growth attributed to the proposed PEP Grant.

Secondary (6-12)	2013	2014	2015	2016
N.1 Breakfast and lunch programs	1	2	2	2
N.2 Variety of foods in school meals	1	2	2	2
N.3 Low-fat and skim milk available	3	3	3	3
N.4 Meals include appealing, low-fat items	1	2	2	3
N.5 Purchasing/Preparation reduces fat	1	2	2	3
N.6 A la carte, appealing, low-fat items	1	2	2	3
N.7 Other venues, appealing, low-fat items	1	2	2	3
N.8 Healthy food and beverage choices	3	3	3	3
N.9 Adequate time to eat school meals	1	2	2	2
N.10 Collaboration between food service/teachers	1	2	3	3
N.11 Degree/certification of Manager	2	2	3	3
N.12 Professional development of Manager	2	2	3	3
N.13 Clean, safe, pleasant cafeteria	2	2	3	3
N.14 Prepared for food emergencies	2	3	3	3
Subtotals of each column:	45%	69%	80%	90%

Appendix C: Stillwater Area School District WC Members

NAME	SCHOOL / ORGANIZATION
Paul Lee- Co-Chair Director of Student Support Services	Central Office – Student Support Services
Linda Nordgren – Co-Chair nordgrenl@stillwater.k12.mn.us	Supervisor of Food Services and Processing
Aaron Drevlow drevlowa@stillwater.k12.mn.us	Principal- Stillwater Area High School
Natalie Fedie fedien@stillwater.k12.mn.us	School Board Member
Dianne Polasik polasik@stillwater.k12.mn.us	Community Member- Retired School nurse
Margaret Scheid scheidm@stillwater.k12.mn.us	Stillwater Area Schools School Nurse
Amie Barr barra@stillwater.k12.mn.us	Coordinator Food Services
Kevin Johnston johnstonk@stillwater.k12.mn.us	Coordinator of Community Education and Athletics
Debbie Villafania villafaniad@stillwater.k12.mn.us	Supervisor of Human Resources
Patricia Galligher Patricia.Galligher@co.washington.mn.us	Washington County Public Health
Susan Crowell Susan.m.crowell@lakeview.org	Registered Dietician- Lakeview Hospital
Aaron Kelly kelly105@umn.edu	Assistant Professor of Pediatrics Division of Epidemiology and Clinical Research Department of Pediatrics University of Minnesota Medical School
Paula Harrison harrisonp@stillwater.k12.mn.us	Elementary Physical Education Teacher
Deb Van Klei vankleid@stillwater.k12	Secondary Health and Physical Education Teacher
Cheryl Hale halec@stillwater.k12.mn.us	District Lead School Nurse

Appendix D: Minnesota State Physical Education Standards

Gaps in Meeting PE State Standards: The Minnesota Department of Education has adopted Model Academic Standards for Physical Education. These six standards include:

- **Standard 1: Motor Skills** - The intent of this standard is to establish a variety of motor skills that will lead to patterns of regular participation in meaningful physical activity. This standard connects what is done in physical education classes with the lives of students outside of physical education.
- **Standard 2: Movement Concepts and Principles** - The intent of this standard is the development of competence in movement literacy, the essential skill cues, and skill rubrics.
- **Standard 3: Physical Activity** - The intent of this standard is for the student to understand and apply concepts to be physically active on a regular basis.
- **Standard 4: Health Enhancing Fitness** – The intent of this standard is student achievement of a health-enhancing level of fitness.
- **Standard 5: Responsible Behaviors** - The intent of this standard is for students to demonstrate responsible social behaviors that promote personal and group success in physical activity.
- **Standard 6: Social-Emotional** - The intent of this standard is the development of the student's respect and appreciation for individual similarities and differences through positive interaction between participants in physical activity.

Appendix D: Closing the Gaps in Physical Education State Standards

* KINDERGARTEN: Projected Reductions in Gaps with the Minnesota PE State Standards	% of Students Meeting Standards			
	2013	2014	2015	2016
K.1 – Demonstrates non-locomotor movements (e.g., bending, stretching, balancing) using different parts of the body.	22%	65%	80%	95%
K.2 – Demonstrates a variety of locomotor and combination skills in movement patterns, including movements with slow and fast tempos.	21%	65%	80%	95%
K.3 – Demonstrates the emerging skills of catching, kicking, throwing, and striking.	27%	65%	80%	95%
K.4 – Understands the concepts of non-locomotor (e.g., flexion, extension, rotation) and locomotor movement using pathways, levels, and directionality (above, below, behind, etc.).	25%	65%	80%	95%
K.5 – Demonstrates flexibility, strength, and endurance in a variety of muscle groups (e.g., arms, shoulders, abdomen, and legs) through exercise and other activities (e.g., using playground equipment, jumping rope).	26%	65%	80%	95%
K.6 – Sustains moderate to vigorous physical activity for short amounts of time.	37%	65%	80%	95%
K.7 – Identifies the physiological signs of moderate physical activity.	29%	65%	80%	95%
K.8 – Recognizes two appropriate sites on the body to monitor heart rate, the location of the lungs and explains their purpose.	26%	65%	80%	95%
K.9 – Understands the relationship between physical activity, nutrition, sleep/rest, and heart health.	17%	65%	80%	95%
K.10 – Works in a group setting without interfering with others.	40%	65%	80%	95%
K.11 – Recognizes that games have rules.	37%	65%	80%	95%
K.12– Demonstrates the ability to work alone or in a small group without direct adult supervision.	41%	65%	80%	95%

* 2013 data reflects the percentage of students currently achieving these benchmarks. 2014-2016 data includes projected growth on these student measures. Based on the six Minnesota State Standards for Physical Education.

Appendix D: Closing the Gaps in Physical Education State Standards

* FIRST GRADE: Projected Reductions in Gaps with the Minnesota PE State Standards	% of Students Meeting Standards			
	2013	2014	2015	2016
1.1 – Responds to a variety of commands when using different combinations of shapes, levels, pathways, directions, and speed.	33%	50%	65%	85%
1.2 – Identifies the basic elements of locomotor and non-locomotor skills (e.g., knows the difference between a jump and a hop).	34%	50%	65%	85%
1.3 – Performs a variety of skills such as kicking a stationary and rolling ball, jumping a long rope.	39%	50%	65%	85%
1.4 – Demonstrates the ability to change direction and speed.	31%	50%	65%	85%
1.5 – Demonstrates an overhand throw using hand/foot opposition and correct body alignment.	27%	50%	65%	85%
1.6 – Knows how to align body and hands to catch a variety of objects.	41%	50%	65%	85%
1.7 – Demonstrates the ability to show the correct body alignment while striking an object with a hand or short racquet.	32%	50%	65%	85%
1.8 – Understands one or two components of a health-related fitness assessment.	33%	50%	65%	85%
1.9 – Demonstrates the ability to understand the concept of pacing during cardiovascular endurance activities.	32%	50%	65%	85%
1.10 – Distinguishes between active and inactive lifestyles, good and poor nutritional behaviors, and the importance of getting adequate sleep (between 9-11 hours a night).	35%	50%	65%	85%
1.11 – Demonstrates cooperation with a partner by successfully working together to complete an assigned task.	46%	50%	65%	85%
1.12 – Recognizes the benefits that accompany cooperation and sharing.	42%	50%	65%	85%

Appendix D: Closing the Gaps in Physical Education State Standards

* SECOND GRADE: Projected Reductions in Gaps with the Minnesota PE State Standards	% of Students Meeting Standards			
	2013	2014	2015	2016
2.1 – Demonstrates smooth transitions using locomotor skills (e.g. – run, walk, skip, leap, slide) in movement sequences.	39%	50%	75%	85%
2.2 – Uses the concepts of space awareness and basic movement to perform basic dances.	34%	50%	75%	85%
2.3 – Performs a variety of skills such as kicking a stationary and rolling ball with strong force while maintaining good balance, jumping with one- and two-foot takeoffs and landing with good balance, and jumping a self-turned rope.	22%	50%	75%	85%
2.4 – Demonstrates the ability to use an overhand throw for distance with good force.	39%	50%	75%	85%
2.5 – Knows various techniques for catching and striking skills (e.g., catches balls at different levels and directions, volleys or consistently strikes objects with hand or short racquet).	36%	50%	75%	85%
2.6 – Identifies strategies of simple games (e.g., dodging to avoid being tagged).	45%	50%	75%	85%
2.7 – Demonstrates fundamental principles of maintaining balance (e.g., establishing a base of support).	29%	50%	75%	85%
2.8 – Demonstrates 2 or 3 components of health-related fitness assessment.	32%	50%	75%	85%
2.9 – Understands the importance of drinking water (rehydration) during vigorous physical activity.	37%	50%	75%	85%
2.10 – Understands sun and water safety rules (e.g., wears protective covering, lists water safety rules and how to use extensions).	43%	50%	75%	85%
2.11 – Displays good sportsmanship (e.g., reports results of work honestly).	55%	65%	75%	85%
2.12 – Uses feedback to improve performance of peers and self.	32%	50%	75%	85%

Appendix D: Closing the Gaps in Physical Education State Standards

* THIRD GRADE: Projected Reductions in Gaps with the Minnesota PE State Standards	% of Students Meeting Standards			
	2013	2014	2015	2016
3.1 – Demonstrates proper form and smooth transitions during combinations of fundamental locomotor and body control skills such as running and jumping safely in dynamic situations.	31%	50%	75%	85%
3.2 – Demonstrates the ability to use locomotor movements and combinations in simple dances or other sequences.	32%	50%	75%	85%
3.3 – Performs a variety of skills such as moving in and out of balanced position with control, refining the skills of striking and dribbling.	35%	50%	75%	85%
3.4 – Applies throwing, catching, and striking skills in small-sided lead up games.	37%	50%	75%	85%
3.5 – Demonstrates the ability to successfully strike or volley an object against the wall or to a partner using the hand or a short racquet.	39%	50%	75%	85%
3.6 – Understands that games have rules and boundaries and puts that knowledge into practice.	28%	50%	75%	85%
3.7 – Knows that practice, attention and effort are required to improve skills.	33%	50%	75%	85%
3.8 – Completes a modified version of a health-enhancing personal fitness assessment (e.g., 3-4 components of a health-related fitness assessment).	22%	50%	75%	85%
3.9 – Understands the five recommended behaviors for obesity prevention.	18%	50%	75%	85%
3.10 – Understands the meaning of “aerobic” and identifies various aerobic activities.	43%	50%	75%	85%
3.11 – Identifies positive behaviors and comments to use during play situations.	52%	60%	75%	85%
3.12 – Uses several conflict resolution strategies in game play situations.	44%	50%	75%	85%

Appendix D: Closing the Gaps in Physical Education State Standards

* FOURTH GRADE: Projected Reductions in Gaps with the Minnesota PE State Standards	% of Students Meeting Standards			
	2013	2014	2015	2016
4.1 – Demonstrates changes in speed during straight, curved, and zig zag pathways in dynamic situations such as catching a football on the run.	28%	50%	75%	85%
4.2 – Creates a movement sequence with a beginning, middle, and end incorporating basic dance steps.	29%	50%	75%	85%
4.3 – Performs a variety of skills such as volleying to self and others, dribbling with hands and/or feet, striking objects to self and others using racquets, and traveling into and out of a rope turned by others without hesitating.	26%	50%	75%	85%
4.4 – Applies combinations of non-locomotor, locomotor, and manipulative skills (e.g., pivoting and throwing, sliding and catching a ground ball, performing a basketball lay-up) in lead up games.	32%	50%	75%	85%
4.5 – Integrates the knowledge of rules, boundaries, and safe use of equipment during game play.	37%	50%	75%	85%
4.6 – Understands that time, effort, and practice have a positive effect on skill development and increased personal enjoyment.	29%	50%	75%	85%
4.7 – Accepts feedback from others to help improve performing striking, dribbling, throwing, catching, and other sport skills.	31%	50%	75%	85%
4.8 – Completes a health-related fitness assessment and shows improvement at an acceptable level.	25%	50%	75%	85%
4.9 – Describes and selects physical activities that provide for personal enjoyment and challenge.	15%	50%	75%	85%
4.10 – Understands and monitors target heart rate.	42%	50%	75%	85%
4.11 – Accepts responsibility for his/her actions in play situations (e.g., responds to winning and losing in an appropriate manner).	51%	50%	75%	85%
4.12 – Works in a positive manner with those of varying skill levels (e.g., encourages others, allows equal opportunity, invites others to participate).	53%	50%	75%	85%

Appendix D: Closing the Gaps in Physical Education State Standards

* FIFTH GRADE: Projected Reductions in Gaps with the Minnesota PE State Standards	% of Students Meeting Standards			
	2013	2014	2015	2016
5.1 – Demonstrate appropriate use of levels in dynamic movement situations (e.g., jumping high for a rebound, lowering center of gravity when guarding an opponent).	36%	50%	75%	85%
5.2 – Creates combinations of movement patterns found in an aerobic dance, line dance, or jump rope routine.	33%	50%	75%	85%
5.3 – Performs a variety of skills with attention to form, power, accuracy, and follow-through such as overhand throw to a stationary or moving partner, basketball free throw, or underhand volleyball serve.	36%	50%	75%	85%
5.4 –Applies combinations of catching, throwing, striking skills (e.g., rebounding a basketball and passing it to an open player) in small-sided lead up games.	39%	50%	75%	85%
5.5 – Understands basic positions (e.g., goalie, guards, center), offensive and defensive strategies of games.	41%	50%	75%	85%
5.6 – Understands that sustained practice with appropriate feedback is required to improve on consistency of sport skills.	37%	50%	75%	85%
5.7 – Uses and applies sport skill rubrics [e.g., B-E-E-F for shooting a basketball free throw: Balance (feet shoulder-width apart) Eye on intended spot or target, Elbows in and up, Follow through] to analyze self and others.	22%	50%	75%	85%
5.8 – Completes a health-related fitness assessment and demonstrates appropriate progress in meeting/maintaining the assessment standards.	29%	50%	75%	85%
5.9 – Demonstrates the elements of the FITT principle to develop appropriate fitness levels.	22%	50%	75%	85%
5.10 – Demonstrates the ability to perform a self-paced aerobic activity, keeping in the appropriate target heart rate zone, and monitoring recovery rate.	46%	50%	75%	85%
5.11 – Uses good sportsmanship for settling disagreements (e.g., remaining calm, listening and identifying the problem generating solutions).	57%	60%	75%	85%
5.12 – Describes how physical activity with a partner or partners can increase motivation, self-esteem, and enhance safety.	38%	50%	75%	85%

Appendix D: Closing the Gaps in Physical Education State Standards

* SIXTH GRADE: Projected Reductions in Gaps with the Minnesota PE State Standards	% of Students Meeting Standards			
	2013	2014	2015	2016
6.1 – Combines locomotor and manipulative skills into specialized sport skills (e.g., fielding a ground ball and throwing to the appropriate base) and apply these sequences to small-sided game situations.	29%	50%	75%	85%
6.2 – Demonstrates the ability to perform a variety of rhythmic movement sequences (e.g., line dance, folk/square dance, aerobic dance, jump rope)	36%	50%	75%	85%
6.3 – Performs a variety of skills with power/distance for accuracy (e.g., throwing a Frisbee or basketball to an open player, throwing and catching a ball consistently while guarded by like-skilled opponent).	32%	50%	75%	85%
6.4 – Understands the principles of skill development (e.g., practicing in game-like situations, whole/part/whole).	29%	50%	75%	85%
6.5 – Understands and applies basic offensive and defensive strategies (e.g., give and go, one on one defense,) in small group settings.	35%	50%	75%	85%
6.6 – Uses feedback, including available technology, to improve skill performance.	28%	50%	75%	85%
6.7 – Uses measurement and assessment data (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skinfold calipers) to develop personal goals for improvement in at least two fitness components.	17%	50%	75%	85%
6.8 – Describes and applies basic principles of training (e.g., FITT, overload, progression) and their relationship to implementing safe and appropriate fitness programs.	19%	50%	75%	85%
6.9 – Demonstrates an understanding of proper stretching exercises and muscle strength/endurance exercises.	33%	50%	75%	85%
6.10 – Demonstrates the ability to engage in a variety of self-paced aerobic activities, keeping in the appropriate target heart rate zone, including cool-down and appropriate post-activity stretching.	42%	50%	75%	85%
6.11 – Solves problems, accepts challenges, resolves conflicts, and accepts decisions with reason and skill.	58%	60%	75%	85%
6.12 – Works cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive settings.	58%	60%	75%	85%

Appendix D: Closing the Gaps in Physical Education State Standards

* SEVENTH GRADE: Projected Reductions in Gaps with the Minnesota PE State Standards	% of Students Meeting Standards			
	2013	2014	2015	2016
7.1 – Uses skill combinations competently with players in modified versions of individual/dual/team activities.	35%	50%	75%	85%
7.2 – Performs selected folk, country, square, line, creative, and/or aerobic dances.	33%	50%	75%	85%
7.3 – Performs, without cue, the critical elements in specializes skills related to sports such as overhand throw for distance/force, serving and bumping, shooting a basketball, layup, and striking skills.	35%	50%	75%	85%
7.4 – Compares and contrasts the use of movement skills as to transfer the skill from one sport/activity to another (e.g., overhead throw, tennis serve, overhead clear).	28%	50%	75%	85%
7.5 – Performs and assesses the quality of player response to dynamic, interactive environments (e.g., appropriate offensive position with ball or goal).	29%	50%	75%	85%
7.6 – Applies biomechanical principles (e.g., center of gravity, base of support, angle of release) to perform skillful movements.	27%	50%	75%	85%
7.7 – Uses the measurement and assessment data from 6 th grade (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skinfold calipers) to develop personal goals for improving at least three self-selected components.	38%	50%	75%	85%
7.8 – Describes and demonstrates a variety of training methods including, but not limited to isotonic, isometric, interval, and circuit methods.	28%	50%	75%	85%
7.9 – Summarizes the potential short and long-term physical, social, and emotional impacts (e.g., helps to cope with stress) of physical activity.	22%	50%	75%	85%
7.10 – Identifies the symptoms, causes, and effects of a variety of eating disorders (e.g., bulimia, anorexia) and other unhealthy ways to lose weight (e.g., skipping meals).	34%	50%	75%	85%
7.11 – Solves problems in physical activities by analyzing causes and potential solutions.	28%	50%	75%	85%
7.12 – Demonstrates respect for differences, fair play, and sportsmanship in physical activity settings.	48%	50%	75%	85%

Appendix D: Closing the Gaps in Physical Education State Standards

* EIGHTH GRADE: Projected Reductions in Gaps with the Minnesota PE State Standards	% of Students Meeting Standards			
	2013	2014	2015	2016
8.1 – Demonstrates mechanically correct form and control when combining and modifying movement skills in applied game settings.	39%	50%	75%	85%
8.2 – Demonstrates competence and skill to pursue one or more game/sport, rhythmic, and recreational activities as a possible lifetime fitness activity (e.g., plays tennis at the local recreation center).	26%	50%	75%	85%
8.3 – Sets goals to improve skill performance based on external sources (e.g., partner feedback, video of performance) and intrinsic motivation.	26%	50%	75%	85%
8.4 – Identifies and selects specific motor skills (e.g., tennis serve, flip turn in swimming) to enhance, including a practice schedule, timeline, and a way to monitor and track achievement over time.	24%	50%	75%	85%
8.5 – Demonstrates and describes when, where, and how to use offensive, defensive, and cooperative strategies and their use in activity settings.	25%	50%	75%	85%
8.6 – Self-assesses levels of physical activity and health-related fitness (including any fitness data from 7 th grade) to develop a personal fitness plan.	38%	50%	75%	85%
8.7 – Uses a variety of resources (e.g., heart rate monitors, pedometers, fitness logs, software programs) to assess, monitor, and improve personal fitness.	24%	50%	75%	85%
8.8 – Understands the relationship among body composition, nutrition, use of tobacco, family history, and levels of physical activity.	38%	50%	75%	85%
8.9 – Understands the legal, ethical, and physical consequences (e.g., use of steroids and other supplements) for gaining strength and/or decreasing body fat.	39%	50%	75%	85%
8.10 – Identifies appropriate and trustworthy community/school resources for dealing with nutrition and weight management-related concerns.	37%	50%	75%	85%
8.11 – Demonstrates fair play and acts responsibly in physical activity settings.	62%	70%	75%	85%
8.12 – Analyzes the role of self responsibility for personal safety and safety of others during physical activity.	53%	65%	75%	85%

Appendix D: Closing the Gaps in Physical Education State Standards

* NINTH-TWELFTH GRADE: Projected Reductions in Gaps with the Minnesota PE State Standards	% of Students Meeting Standards			
	2013	2014	2015	2016
HS.1 – Applies physiological principles related to exercise and training such as warm-up/cool down, overload, frequency, intensity, specificity, or progression.	33%	50%	75%	85%
HS.2 – Applies biomechanical principles related to exercise and training such as force, leverage, and type of contraction	29%	50%	75%	85%
HS.3 – Describes examples and exercises that may be harmful or unsafe.	35%	50%	75%	85%
HS.4 – Identifies the effects of substance abuse on physical performance.	38%	50%	75%	85%
HS.5 – Participate in a variety of activities that develop health-related physical fitness activities including aerobic exercise to develop cardiovascular efficiency.	38%	50%	75%	85%
HS.6 – Demonstrates the skill-related components of physical fitness such as agility, balance, coordination, power, reaction time, and speed.	47%	50%	75%	85%
HS.7 – Lists and describes the components of exercise prescription such as overload principle, type, progression, or specificity.	22%	50%	75%	85%
HS.8 – Designs and implements a personal fitness program.	28%	50%	75%	85%
HS.9 – Analyzes the relationship between sound nutritional practices and physical activity on stress management, eating disorders such as bulimia/anorexia, and feelings of depression.	21%	50%	75%	85%
HS.10 – Evaluates consumer issues related to physical fitness such as marketing claims promoting fitness products and services.	32%	50%	75%	85%
HS.11 – Applies rules, procedures, and etiquette.	61%	70%	75%	85%
HS.12 – Recognizes and resolves conflicts during physical activity.	65%	70%	75%	85%

Appendix E: Stillwater Area School District PECAT 3-Year Projected Growth

Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0

Grades K-2: Content Analysis Standard 1	2013	2014	2015	2016
Specific lessons on fundamental movement skills, including locomotor (e.g., walk, skip, hop), nonlocomotor (e.g., bend, twist, rock), and manipulative (e.g., striking an object) for each skill?	1	2	2	2
Specific introductory lessons on motor skills such as rolling, transfer of body weight to one leg, or rhythmic movement?	0	1	2	2
Specific lessons on the combination of movement and motor skills, such as dribbling a ball while walking or creating movement patterns using different speeds, directions, and skills?	1	2	2	2
At least one initial and one follow-up learning experience (e.g., introduction of basic tossing skills and then tossing the ball back and forth with partners) for each skill?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each motor skill and movement pattern should be introduced and subsequently taught?	0	1	2	2
Content Analysis Score for Standard 1	2	7	10	10
Grades K-2: Student Assessment Standard 1				
Protocols for assessing fundamental movement skills, including locomotor (e.g., walk, skip, hop), nonlocomotor (e.g., bend, twist, rock), and manipulative (e.g., striking an object) skills?	0	1	2	2
Protocols for assessing specialized movement skills such as rolling, transfer of body weight to one leg, or rhythmic movement?	0	1	2	2
Protocols for assessing the combination of movement and motor skills such as dribbling a ball while walking or creating movement patterns using different speeds, directions, and skills?	0	1	2	2
Protocols for assessing the application of a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills, such as having a student demonstrate how to adapt movement skills to changing conditions (e.g., rolling a ball to a moving partner)?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
Content Analysis Score for Standard 1	0	5	10	10
K-2 Content Analysis Score + Content Analysis Score =	2	12	20	20

Appendix E: Stillwater Area School District PECAT 3-Year Projected Growth
Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0

Grades K-2: Content Analysis Standard 2	2013	2014	2015	2016
Specific lessons on critical features of motor skills, such as teaching students about personal space, body awareness, and the distinction between locomotor movements (e.g., run, walk, skip, hop, gallop)?	1	2	2	2
Specific lessons on movement concepts, including the relationships of movement (e.g., in, out, under, over, through), effort, time, and space (e.g., paths, ranges, and direction of movement)?	0	1	2	2
Specific lessons on the mechanics of movement, such as balance, the role of muscles in body movements, force absorption, and basic throwing mechanics?	0	1	2	2
Specific lessons on motor learning and motor development concepts (e.g., striking with equipment has many similarities to striking with your hand; control of movement increases with practice; learning a variety of skills allows for more choices)?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?	0	1	2	2
Content Analysis Score for Standard 2	1	6	10	10
Grades K-2: Student Assessment Standard 2				
Protocols for assessing critical features of movement forms such as assessing students' ability to make the distinction between various locomotor movements (e.g., run, walk, skip, hop, gallop)?	0	1	2	2
Protocols for assessing movement concepts, such as the relationships of movement (e.g., in, out, under, over, through), effort, time, and space (e.g., paths, ranges, direction of movement)?	0	1	2	2
Protocols for assessing the mechanics of movement, such as asking students to demonstrate balance and basic throwing mechanics?	0	1	2	2
Protocols for assessing motor learning and motor development concepts, such as striking with equipment and with hands and demonstrating control of movement with increased practice?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
Content Analysis Score for Standard 2	0	5	10	10
K-2 Content Analysis Score + Content Analysis Score =	1	11	20	20

Appendix E: Stillwater Area School District PECAT 3-Year Projected Growth
Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0

Grades K-2: Content Analysis Standard 3	2013	2014	2015	2016
Specific lessons that teach students the difference between moderate and vigorous physical activity and encourage students to participate in moderate-to-vigorous physical activity during leisure time?	0	1	2	2
Specific lessons that stress the importance of allowing students to be able to choose specific forms of physical activity and/or modify activities they participate in during time outside of physical education?	0	1	2	2
Specific lessons that allow students to understand the temporary and lasting health-related benefits (e.g., healthy heart, good feelings, strong muscles) of physical activity?	0	1	2	2
Specific lessons on a variety of activities that allow students to participate in activities that involve locomotion, nonlocomotion, and manipulation of objects (e.g., tossing balls, juggling)?	1	2	2	2
Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?	0	1	2	2
Content Analysis Score for Standard 3	1	6	10	10
Grades K-2: Student Assessment Standard 3				
Protocols for assessing student ability to identify different types of physical activity, such as student knowledge about moderate and vigorous activities in and outside of physical education classes?	0	1	2	2
Protocols for assessing student choice and/or modification of physical activity, such as asking students to identify and explain their favorite activities; likes and dislikes related to physical activities; and ways to modify physical activities according to personal ability?	0	1	2	2
Protocols for assessing students' knowledge of the temporary and lasting health benefits of physical activity, such as physical benefits (e.g., healthy heart) and psychological benefits (e.g., good feelings)?	0	1	2	2
Protocols for assessing students' ability to participate in activities that involve manipulating objects, such as ball tossing and juggling?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
Content Analysis Score for Standard 3	0	5	10	10
K-2 Content Analysis Score + Content Analysis Score =	1	11	20	20

Appendix E: Stillwater Area School District PECAAT 3-Year Projected Growth
Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0

Grades K-2: Content Analysis Standard 4	2013	2014	2015	2016
Specific lessons about the body's response to physical activity (e.g., increased heart rate, faster breathing, and sweating)?	0	1	2	2
Specific lessons about developing basic knowledge of the components of health-related fitness (e.g., cardiorespiratory, muscular endurance, muscular strength, flexibility, and body composition)?	0	1	2	2
Specific lessons that allow students to participate in vigorous, intermittent physical activity for short periods of time during physical education class?	2	2	2	2
Specific lessons about the concept of personal choices in physical activity and how those physical activity choices contribute to physical fitness?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?	0	1	2	2
Content Analysis Score for Standard 4	2	6	10	10
Grades K-2: Student Assessment Standard 4				
Protocols for assessing student knowledge about the body's response to physical activity, such as asking students to identify physical reactions to activity?	0	1	2	2
Protocols for assessing students' basic knowledge about the components of health-related fitness, such as asking students to identify which activities done during physical education class affect flexibility?	0	1	2	2
Protocols for assessing students' participation in vigorous, intermittent physical activities during physical education class?	0	1	2	2
Protocols for assessing students' personal choice in physical activity (e.g., asking students to identify their favorite physical activities outside of physical education) and how choice contributes to physical fitness (e.g., asking students to identify which activities contribute to muscular strength)?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
Content Analysis Score for Standard 4	0	5	10	10
K-2 Content Analysis Score + Content Analysis Score =	2	11	20	20

Appendix E: Stillwater Area School District PECAT 3-Year Projected Growth
Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0

Grades K-2: Content Analysis Standard 5	2013	2014	2015	2016
Specific lessons that address cooperation, teamwork, and personal responsibility (e.g., sharing space and equipment with classmates, working with others to complete a task, learning by doing, practicing specific skills to improve self-confidence, and resolving conflict through positive mechanisms)?	0	1	2	2
Specific lessons that stress the importance of establishing rules, etiquette, and procedures for physical education class as well as for games and activities taught during class?	1	2	2	2
Specific lessons that allow physical educators to teach and discuss the importance of safety issues within physical education class as well as for physical activities outside of class?	1	2	2	2
Specific lessons that address respect for individual differences within and outside of physical education as well as the importance of engaging with individuals with disabilities and/or special health care needs?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?	0	1	2	2
Content Analysis Score for Standard 5	2	7	10	10
Grades K-2: Student Assessment Standard 5				
Protocols for assessing students' ability to practice cooperation, teamwork, personal responsibility, and conflict resolution?	0	1	2	2
Protocols for assessing students' identification of and adherence to rules, etiquette, and procedures for physical education class?	0	1	2	2
Protocols for assessing students' knowledge of safety issues within physical education as well as physical activity outside of class, such as asking students to identify major safety issues related to certain sports and games they participate in after school?	0	1	2	2
Protocols for assessing personal and social respect regarding individual differences within and outside of physical education?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
Content Analysis Score for Standard 5	0	5	10	10
K-2 Content Analysis Score + Content Analysis Score =	2	12	20	20

Appendix E: Stillwater Area School District PECAT 3-Year Projected Growth
Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0

Grades K-2: Content Analysis Standard 6	2013	2014	2015	2016
Specific lessons that teach students the benefits of accepting new challenges in physical activity (e.g., attempting a new movement or skill)?	0	1	2	2
Specific lessons that allow students to express their feelings toward physical activity, identify the physical activities they enjoy and interactions they enjoy with others through physical activity?	0	1	2	2
Specific lessons that allow physical educators to teach and discuss the importance of self-expression through movement (e.g., artistic concepts of movement, expression of feelings about physical activity through movement)?	0	1	2	2
Specific lessons that address the role of physical activity throughout history (e.g., the role physical activity and games played in different cultures)?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?	0	1	2	2
Content Analysis Score for Standard 6	0	5	10	10
Grades K-2: Student Assessment Standard 6				
Protocols for assessing students' ability to identify new challenges in physical activity, such as attempting a new movement or participating in a new game or sport?	0	1	2	2
Protocols for assessing students' ability to identify the physical activities they enjoy and to explain why they enjoy being physically active with others?	0	1	2	2
Protocols for assessing students' ability to identify the importance of self expression through movement (e.g., artistic concepts of movement, expression of feelings through movement)?	0	1	2	2
Protocols for assessing students' knowledge about the role of physical activity throughout history, such as asking students to identify the different types of games played across cultures and throughout history	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
Content Analysis Score for Standard 6	0	5	10	10
K-2 Content Analysis Score + Content Analysis Score =	0	10	20	20

Appendix E: Stillwater Area School District PECAT 3-Year Projected Growth
Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0

Grades 3-5: Content Analysis Standard 1	2013	2014	2015	2016
Specific lessons on mature forms of fundamental manipulative skills (e.g., striking an object) for each skill?	0	1	2	2
Specific lessons on a few specialized motor skills such as basketball chest pass, soccer dribbling, or jumping a rope?	0	1	2	2
Specific lessons on the combination of movement and motor skills, such as dribble and kick an object while moving, overhand throw, or combining traveling, balancing, weight transfer, and rolling actions with a change in level, flow, direction, or speed?	0	1	2	2
At least one initial and one follow-up learning experience in applied settings (e.g., tossing skills are practiced and then tossing a ball to a teammate during a game) for each skill?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each motor skill and movement pattern should be introduced and subsequently taught?	0	1	2	2
Content Analysis Score for Standard 1	0	5	10	10
Grades 3-5: Student Assessment Standard 1				
Protocols for assessing mature forms of movement skills, including locomotor, nonlocomotor, and manipulative (e.g., changing movement from running to skipping, striking an object) skills?	0	1	2	2
Protocols for determining competency in a few specialized movement skills such as basketball chest pass, soccer dribbling, and jumping rope?	0	1	2	2
Protocols for assessing the combination of motor skills, such as asking students to demonstrate dribbling or kicking an object while moving; overhand throw; or combining traveling, balancing, weight transfer, and rolling?	0	1	2	2
Protocols for assessing the application of a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills (e.g., asking students to demonstrate the skill to adapt movement skills to changing conditions, such as tossing a ball to a moving partner or performing dance sequences to music)?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
Content Analysis Score for Standard 1	0	5	10	10
3-5 Content Analysis Score + Content Analysis Score =	0	10	20	20

Appendix E: Stillwater Area School District PECAT 3-Year Projected Growth
Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0

Grades 3-5: Content Analysis Standard 2	2013	2014	2015	2016
Specific lessons about critical features of movement forms, such as teaching students about the critical features of dribbling, kicking, catching, throwing, and striking?	0	1	2	2
Specific lessons on basic game concepts, such as invasion and net activities?	0	1	2	2
Specific lessons on the mechanics of movement, such as how to safely lift an object and the influences of speed and force?	0	1	2	2
Specific lessons on motor learning and motor development concepts (e.g., visual focus is an important component of skill, appropriate practice improves performance of skills, basic skills help with specialized skills)?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?	0	1	2	2
Content Analysis Score for Standard 2	0	5	10	10
Grades 3-5: Student Assessment Standard 2				
Protocols for assessing the performance of critical features of movement forms, such as asking students to demonstrate features of dribbling, kicking, catching, throwing, and striking?	0	1	2	2
Protocols for assessing movement concepts, such as chasing, fleeing, and dodging skills?	0	1	2	2
Protocols for assessing various concepts of the mechanics of movement, such as asking students to demonstrate how to safely lift an object?	0	1	2	2
Protocols for assessing motor learning and motor development concepts, such as asking students to explain that appropriate practice improves performance of skills and that basic skills help with specialized skills?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
Content Analysis Score for Standard 1	0	5	10	10
3-5 Content Analysis Score + Content Analysis Score =	0	10	20	20

Appendix E: Stillwater Area School District PECAAT 3-Year Projected Growth
Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0

Grades 3-5: Content Analysis Standard 3	2013	2014	2015	2016
Specific lessons that teach students how to recognize and monitor intensity levels of a variety of activities as well as materials to assist teachers with promoting age-appropriate moderate-to-vigorous physical activities outside of physical education class?	0	1	2	2
Specific lessons that stress the importance of allowing students to be able to choose specific forms and intensities of physical activity and/or modify an activity that is taught during physical education class?	0	1	2	2
Specific lessons that teach students the health-related benefits (e.g., healthy heart) and mental health benefits (e.g., stress reduction) of physical activity during physical education class?	0	1	2	2
Specific lessons on how to incorporate self-assessment into physical activity through a variety of sources, such as pedometers, a physical activity log, or heart rate monitors?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?	0	1	2	2
Content Analysis Score for Standard 3	0	5	10	10
Grades 3-5: Student Assessment Standard 3				
Protocols for assessing students' knowledge about different types of physical activities and the difference between moderate and vigorous activities they participate in during and outside of physical education class?	0	1	2	2
Protocols for assessing student modification of physical activity, such as asking students to demonstrate a variety of modifications for different physical activities?	0	1	2	2
Protocols for assessing student knowledge about the health benefits of physical activity, such as asking students to identify and explain the physiological (e.g., healthy heart) and mental health (e.g., good feelings) benefits of activity?	0	1	2	2
Protocols for assessing students' knowledge about physical activity opportunities outside of physical education class, such as asking students to create a written report about physical activity options in the community or after school?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
Content Analysis Score for Standard 3	0	5	10	10
3-5 Content Analysis Score + Content Analysis Score =	0	10	20	20

Appendix E: Stillwater Area School District PECAT 3-Year Projected Growth
Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0

Grades 3-5: Content Analysis Standard 4	2013	2014	2015	2016
Specific lessons on self assessment of physical fitness (e.g., a teaching activity using a criterion-referenced standard fitness test such as Fitnessgram for self-assessment of fitness)?	0	1	2	2
Specific lessons on the definition of the components of fitness and appropriate use of tools for assessing each fitness component (e.g., flexibility, body composition, muscular strength, muscular endurance, and cardio-respiratory)?	0	1	2	2
Specific lessons that allow students to participate in moderate to vigorous physical activity for longer periods of time without tiring?	0	1	2	2
Specific lessons that allow physical educators to teach the concept of interpreting fitness test results and choosing appropriate activities to improve each component of physical fitness?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?	0	1	2	2
Content Analysis Score for Standard 4	0	5	10	10
Grades 3-5: Student Assessment Standard 4				
Protocols for assessing students' knowledge about the components of fitness, the tools for assessing personal fitness levels, and identification of physical activities that can assist in developing the components?	0	1	2	2
Protocols for assessing students' knowledge about the FITT Principles related to improving health-related fitness?	0	1	2	2
Protocols for assessing students' ability to conduct self-assessment and initiate self-improvement for physical activity and fitness, such as having students complete a fitness test (e.g., Fitnessgram), identify strengths and weaknesses, and discuss ways to improve their fitness?	0	1	2	2
Protocols for assessing students' personal choices in physical activities that contribute to physical fitness, such as having students identify their favorite activities during or outside of physical education class and briefly explain how they contribute to fitness?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
Content Analysis Score for Standard 4	0	5	10	10
3-5 Content Analysis Score + Content Analysis Score =	0	10	20	20

Appendix E: Stillwater Area School District PECAT 3-Year Projected Growth
Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0

Grades 3-5: Content Analysis Standard 5	2013	2014	2015	2015
Specific lessons that address and emphasize cooperation, teamwork, personal responsibility, and communication skills such as activities that require small group work and opportunities for communicating needs and ideas?	0	1	2	2
Specific lessons that stress the importance of and purposes for rules, classroom and game etiquette, and procedures for physical education class as well as the distinctions between rules for a variety of activities?	0	1	2	2
Specific lessons that allow physical educators to teach and discuss the importance of safety issues and protocol within physical education class as well as physical activities outside of class?	1	2	2	2
Specific lessons about teaching students ways to engage students with disabilities and respect peers from different cultural backgrounds?	1	2	2	2
Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?	0	1	2	2
Content Analysis Score for Standard 5	2	7	10	10
Grades 3-5: Student Assessment Standard 5				
Protocols for assessing students' ability to cooperate, work as a member of a team, demonstrate personal responsibility, and participate positively in conflict resolution?	0	1	2	2
Protocols for assessing students' knowledge about specific rules, etiquette, and procedures for physical education class, such as asking students to explain rules for a variety of activities?	0	1	2	2
Protocols for determining students' knowledge of safety issues within physical education as well as physical activity outside of class, such as asking students to identify the basic safety issues involved with certain games and sports they participate in?	0	1	2	2
Protocols for analyzing students' personal and social respect regarding individual differences within physical education, such as observing students' social behavior during class?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
Content Analysis Score for Standard 5	0	5	10	10
3-5 Content Analysis Score + Content Analysis Score =	2	12	20	20

Appendix E: Stillwater Area School District PECAT 3-Year Projected Growth
Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0

Grades 3-5: Content Analysis Standard 6	2013	2014	2015	2016
Specific lessons about the role of physical activity in dance and artistic movement throughout history and in different cultures?	0	1	2	2
Specific lessons for activities that allow students to determine the relationship between success and enjoyment in physical activity and the types of activities that bring personal satisfaction?	0	1	2	2
Specific lessons that allow physical educators to teach and discuss the role of artistic concepts in physical activity, such as how the rhythm of a movement along with meter and tempo affects its outcome; combinations of locomotor movements in space and time create a movement pattern; and varying the distance between objects creates different aesthetic relationships?	0	1	2	2
Specific lessons that teach students the differences between personal challenges and competition and provide the opportunity for students to choose at least one personally challenging physical activity to attempt?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to the value of physical activity should be introduced and taught?	0	1	2	2
Content Analysis Score for Standard 6	0	5	10	10
Grades 3-5: Student Assessment Standard 6				
Protocols for assessing students' knowledge about the role of physical activity throughout history, such as asking students to identify and explain the role of games played in cultures across the world?	0	1	2	2
Protocols for assessing students' ability to identify physical activities they enjoy and explain their reasons for enjoyment (either written or verbally)?	0	1	2	2
Protocols that ask students to identify and explain the importance of self expression through movement, such as asking students to explain certain types of physical activity that are artistic in nature?	0	1	2	2
Protocols for assessing students' ability to identify new challenges in physical activity, such as asking students to create a new game or sport?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
Content Analysis Score for Standard 6	0	5	10	10
3-5 Content Analysis Score + Content Analysis Score =	0	10	20	20

Stillwater Area Schools PECAT 3-Year Projected Growth
Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0

Grades 6-8: Content Analysis Standard 1	2013	2014	2015	2016
Specific lessons on advanced forms of movement skills including locomotor (e.g., run), nonlocomotor, and manipulative (e.g., striking an object with another object) skills?	1	2	2	2
Specific lessons on advanced specialized motor skills such as batting, tennis overhand serve, or badminton smash for individual noncompetitive activity, competitive activity, team court sports, and team field sports?	1	2	2	2
Specific lessons on the combination of two or more specialized or fundamental movement forms, such as dribbling and passing or receiving and passing an object against a defender?	1	2	2	2
Specific lessons on rhythm or dance, such as combining traveling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each motor and movement skill should be introduced and subsequently taught?	0	1	2	2
Content Analysis Score for Standard 1	3	8	10	10
Grades 6-8: Student Assessment Standard 1				
Protocols for assessing advanced forms of movement skills including nonlocomotor and manipulative, such as asking students to demonstrate striking an object with another object (e.g., striking a ball with a bat)?	0	1	2	2
Protocols for assessing students skill level in specialized movement skills, such as having students demonstrate a tennis overhand serve, or badminton smash for individual noncompetitive activity, competitive activity, team court sports, and team field sports?	0	1	2	2
Protocols for assessing students skill level in the combination of two or more specialized or fundamental movement forms, such as asking students to demonstrate dribbling and passing or receiving and passing an object against a defender?	0	1	2	2
Protocols for assessing students' ability to apply a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills (e.g., asking students to demonstrate the ability to perform a routine using manipulative equipment to music).	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
Content Analysis Score for Standard 1	0	5	10	10
6-8 Content Analysis Score + Content Analysis Score =	3	13	20	20

Stillwater Area Schools PECAT 3-Year Projected Growth
Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0

Grades 6-8: Content Analysis Standard 2	2013	2014	2015	2016
Specific lessons on critical features of movement forms, such as teaching students about the critical features of overhand tennis serve, golf swing, or basketball shooting?	0	1	2	2
Specific lessons on movement concepts, including game tactics for invasion and net activities?	0	1	2	2
Specific lessons about the mechanics of movement, such as air and water resistance, relationships between spin and rebound, gravity, and friction?	0	1	2	2
Specific lessons on motor learning and motor development concepts (e.g., discussing the role of long-term memory in physical movements, speed and accuracy tradeoff, the role of physical abilities in performing movement)?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?	0	1	2	2
Content Analysis Score for Standard 2	0	5	10	10
Grades 6-8: Student Assessment Standard 2				
Protocols for assessing students' ability to explain and demonstrate the critical features of movement forms, such as the features of the overhand tennis serve, golf swings, or basketball shooting?	0	1	2	2
Protocols for assessing advanced movement concepts, such as asking students to explain and demonstrate game tactics for invasion and net activities?	0	1	2	2
Protocols for assessing a variety of concepts of the mechanics of movement, such as asking students to explain the concepts of air and water resistance or relationships between spin and rebound?	0	1	2	2
Protocols for assessing students' ability to perform advanced motor learning and motor development concepts, such as asking students to explain the role of long-term memory in physical movements, speed and accuracy tradeoff, and the role of physical abilities in performing movement?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
Content Analysis Score for Standard 1	0	5	10	10
6-8 Content Analysis Score + Content Analysis Score =	0	10	20	20

Stillwater Area Schools PECAT 3-Year Projected Growth
Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0

Grades 6-8: Content Analysis Standard 3	2013	2014	2015	2016
Specific lessons that teach students how to identify opportunities for participation in moderate to vigorous physical activities in both school and non-school settings?	0	1	2	2
Specific lessons that stress the importance of using results of fitness assessments to establish personalized physical activity programs that reflect personal goals and interests?	0	1	2	2
Specific lessons that teach students how to select and utilize practice procedures and training principles appropriate for the physical activity goals that they set?	0	1	2	2
Specific lessons that teach students how to independently participate in physical activity monitoring (e.g., through pedometers or activity logs) and regulate physical activity behavior by using appropriate fitness and movement principles?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?	0	1	2	2
Content Analysis Score for Standard 3	0	5	10	10
Grades 6-8: Student Assessment Standard 3				
Protocols for assessing students' ability to identify opportunities for participation in moderate and vigorous physical activities in school and nonschool settings (e.g., ask students to record community-based physical activities they participated in)?	0	1	2	2
Protocols for assessing students' ability to use fitness assessment results to establish personal physical activity programs to reflect personal goals and interests?	1	2	2	2
Protocols for assessing students' knowledge about basic concepts within principles of training and how to apply them when establishing personal physical activity goals?	0	1	2	2
Protocols for assessing students' ability to independently self-monitor and regulate physical activity behavior (e.g., asking students to record daily physical activity and explain how any adjustments were made to regulate behavior)?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
Content Analysis Score for Standard 3	1	5	10	10
3-5 Content Analysis Score + Content Analysis Score =	1	11	20	20

Stillwater Area Schools PECAT 3-Year Projected Growth
Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0

Grades 6-8: Content Analysis Standard 4	2013	2014	2015	2016
Specific lessons on how to assess personal fitness status for each component of fitness and use this information to develop individualized physical fitness goals with little help from the teacher?	0	1	2	2
Specific lessons on basic principles of training (e.g., threshold, overload, specificity) and how these principles can be used to improve one's level of physical fitness?	0	1	2	2
Specific lessons that provide opportunities for students to participate in and effectively monitor physical activities that improve each component of fitness?	0	1	2	2
Specific lessons that teach students about how each component of physical fitness is related to their overall fitness status?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?	0	1	2	2
Content Analysis Score for Standard 4	0	5	10	10
Grades 6-8: Student Assessment Standard 4				
Protocols for assessing students' knowledge about and ability to assess personal fitness and eventually use the information to establish personalized fitness plans?	0	1	2	2
Protocols for assessing students' knowledge about the basic concepts within various principles of training (e.g., threshold, overload, specificity) and how to apply the principles to their own programs for improving personal fitness?	0	1	2	2
Protocols for assessing students' capacity to participate in activities for improving each component of fitness, without undue fatigue (e.g., asking students to demonstrate the ability to maintain a circuit training session for improving cardiorespiratory endurance and muscular strength)?	0	1	2	2
Protocols for analyzing students' personal health-related fitness programs, including an analysis of their ability to monitor their own heart rate, perceived exertion, and breathing rate?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
Content Analysis Score for Standard 4	0	5	10	10
6-8 Content Analysis Score + Content Analysis Score =	0	10	20	20

Stillwater Area Schools PECAT 3-Year Projected Growth
Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0

Grades 6-8: Content Analysis Standard 5	2013	2014	2015	2016
Content that addresses and emphasizes the role of personal reactions during interactions with others as well as the importance of supportive behavior and social skills?	0	1	2	2
General guidance and specific lessons that ask students to engage in teaching rules, protocol, and etiquette of various sports and games played during physical education?	1	2	2	2
Specific lessons that allow physical educators to teach students how to apply safety issues and protocols that exist within sports, games, and other physical activities outside of physical education class?	1	2	2	2
Specific lessons on teaching students inclusive behaviors and accommodations for individual differences in a variety of physical activity settings?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?	0	1	2	2
Content Analysis Score for Standard 5	2	7	10	10
Grades 6-8: Student Assessment Standard 5				
Protocols for assessing students' ability to work in groups, apply problem solving skills (e.g., during an orienteering activity), and utilize conflict resolution skills?	0	1	2	2
Protocols for assessing student knowledge and skills in teaching (e.g., asking students to teach their peers) and identifying specific rules, etiquette, and procedures for sports and games played during and outside of physical education class?	0	1	2	2
Protocols for assessing student knowledge of and ability to apply safety protocols to a variety of activities and sports they participate in during and outside of physical education (e.g., asking students to explain, through written format, how safety protocols were important during a family bike ride)?	0	1	2	2
Protocols for analyzing students' personal and social respect regarding individual differences within and outside of physical education, such as observing students' behavior during class?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
Content Analysis Score for Standard 5	0	5	10	10
3-5 Content Analysis Score + Content Analysis Score =	2	12	20	20

Stillwater Area Schools PECAT 3-Year Projected Growth
Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0

Grades 6-8: Content Analysis Standard 6	2013	2014	2015	2016
Specific lessons about the role of physical activity as a means for group membership and positive social interaction and the importance of this type of interaction throughout history and in different cultures?	0	1	2	2
Specific lessons that allow students to increase their opportunities for improved self-confidence and self-esteem through physical activity?	1	2	2	2
Specific lessons that enable students to experience avenues of self-expression provided by activities such as dance, gymnastics, and other forms of artistic movement?	0	1	2	2
Specific lessons that teach students the differences between personal challenges and competition and provide the opportunity for students to choose at least one personally challenging physical activity to attempt?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to the value of physical activity should be introduced and subsequently taught?	0	1	2	2
Content Analysis Score for Standard 6	1	6	10	10
Grades 6-8: Student Assessment Standard 6				
Protocols for assessing students' knowledge about the role of physical activity in group and larger social interactions, such as asking students to identify and explain the social role of games played in cultures across the world?	0	1	2	2
Protocols for assessing students' ability to self-select appropriate physical activities they enjoy and explain their reasons for enjoyment (either written or verbally)?	0	1	2	2
Protocols for assessing students' ability to identify the importance of self expression through movement, such as asking students to explain and demonstrate certain types of dance and gymnastics?	0	1	2	2
Protocols for assessing students' ability and motivation to identify new challenges in physical activity, such as asking students to create a new game or sport?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
Content Analysis Score for Standard 6	0	5	10	10
6-8 Content Analysis Score + Content Analysis Score =	1	11	20	20

Stillwater Area Schools PECAT 3-Year Projected Growth
Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0

Grades 9-12: Content Analysis Standard 1	2013	2014	2015	2016
Specific lessons about basic and advanced skills for at least three of the following types of activities: aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, dance, and gymnastics?	0	1	2	2
Specific lessons about increasingly advanced specialized motor skills such as karate kicks, forehand and backhand tennis strokes, or step aerobics?	0	1	2	2
Specific lessons about the combination of two or more specialized movement forms, such as a discus throw (e.g., spin, jump, land, and drive) or a series of dance steps to music?	0	1	2	2
Specific lessons that allow for follow-up learning experiences to use basic and advanced skills and tactics of movement forms in applied settings (e.g., initial practice of polka steps broken down into basic form, followed by demonstrating the correct pattern for the polka with music)?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each motor and movement skill should be introduced and subsequently taught?	0	1	2	2
Content Analysis Score for Standard 1	0	5	10	10
Grades 9-12: Student Assessment Standard 1				
Protocols for assessing student skill levels in at least three of the following types of activities: aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, dance, and gymnastics?	0	1	2	2
Protocols for determining competency in movement skills, such as asking students to demonstrate karate kicks, forehand and backhand tennis strokes, or step aerobics?	0	1	2	2
Protocols for assessing students' ability to combine two or more specialized movement forms, such as asking students to demonstrate or explain the discus throw or a series of steps?	0	1	2	2
Protocols for assessing students' ability to apply a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills, such as asking students to demonstrate the ability to perform a routine using equipment to music?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
Content Analysis Score for Standard 1	0	5	10	10
9-12 Content Analysis Score + Content Analysis Score =	0	10	20	20

Stillwater Area Schools PECAT 3-Year Projected Growth
Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0

Grades 9-12: Content Analysis Standard 2	2013	2014	2015	2016
Specific lessons on critical features of movement forms, such as teaching students about the critical features of all specialized skills taught in grades 9-12?	0	1	2	2
Specific lessons on movement concepts, including game, physical activity, and sport tactics taught throughout grades 9-12?	0	1	2	2
Specific lessons on the mechanics of movement, such as torque, projectile distance, buoyancy, or the application of biomechanical principles to the self-assessment of motor skills?	0	1	2	2
Specific lessons on motor learning and motor development concepts (e.g., discussing the role of short-term improvement in the learning process; stages of learning; or the role of reaction time across all age groups)?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?	0	1	2	2
Content Analysis Score for Standard 2	0	5	10	10
Grades 9-12: Student Assessment Standard 2				
Protocols for determining students' ability to describe and demonstrate the critical features of movement forms for all specialized skills taught in grades 9-12?	0	1	2	2
Protocols for assessing advanced movement concepts, such as asking students to describe and demonstrate tactics for all games, physical activities, and sports taught in grades 9-12?	0	1	2	2
Protocols for assessing students' knowledge of concepts of the mechanics of movement, such as asking students to explain the concepts of torque, projectile distance, buoyancy, or the application of biomechanics principles to the self-assessment of motor skills?	0	1	2	2
Protocols for assessing students' knowledge of ability to perform advanced motor learning and motor development concepts, such as asking students to explain the role of short-term physical improvements in the learning process, stages of learning, or the reaction time as people age?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
Content Analysis Score for Standard 2	0	5	10	10
9-12 Content Analysis Score + Content Analysis Score =	0	10	20	20

Stillwater Area Schools PECAT 3-Year Projected Growth
Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0

Grades 9-12: Content Analysis Standard 3	2013	2014	2015	2016
Specific lessons that teach students why patterns of participation in moderate and vigorous physical activity change over the life-span and how much activity is recommended for their age and for adults?	0	1	2	2
Specific lessons that teach students how to independently develop and implement a personal physical activity program, based upon self-assessed physical activity and fitness, and personal choices and interests?	0	1	2	2
Specific lessons that allow students to independently apply training principles to their own participation in their favorite activities and/or sports?	0	1	2	2
Specific lessons that allow students to monitor physical activity and use appropriate behavior change strategies for improvement (e.g., goal setting, identifying social support systems)?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?	0	1	2	2
Content Analysis Score for Standard 3	0	5	10	10
Grades 9-12: Student Assessment Standard 3				
Protocols for assessing students' knowledge (e.g., through written exams or quizzes) about patterns of physical activity participation and how they change over the life span?	0	1	2	2
Protocols for determining students' ability to independently develop and implement a personal physical activity program, such as asking students to write a comprehensive program and identify reasons for their choice of physical activities?	0	1	2	2
Protocols for determining students' ability to independently apply training principles to their own participation in their favorite activities and/or sports, such as asking students which principles of training are being utilized in basketball?	0	1	2	2
Protocols for determining students' capacity to monitor their own physical activity and use appropriate behavior change strategies to positively influence their activity patterns?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
Content Analysis Score for Standard 3	0	5	10	10
9-12 Content Analysis Score + Content Analysis Score =	0	10	20	20

Stillwater Area Schools PECAT 3-Year Projected Growth
Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0

Grades 9-12: Content Analysis Standard 4	2013	2014	2015	2016
Specific lessons on appropriate activities for each component of fitness, as well as activities that will help students meet their personal fitness goals?	0	1	2	2
Specific lessons on basic exercise physiology concepts, such as: the brain's ability to send signals and receive them from muscles, the cardiorespiratory system's ability to adapt to varying levels of intense physical activity, and the principles of training in preparing for competitive sports or recreational activities?	0	1	2	2
Specific lessons on age- and gender-appropriate health-related fitness standards and how to monitor and interpret personal fitness data?	0	1	2	2
Specific lessons that allow students to develop a personal health-related fitness program, including specific goals?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?	0	1	2	2
Content Analysis Score for Standard 4	0	5	10	10
Grades 9-12: Student Assessment Standard 4				
Protocols for determining student knowledge about the appropriate activities for each component of fitness as well as the activities that will help students meet their personal goals?	0	1	2	2
Protocols for knowledge about the basic concepts of exercise physiology, such as asking students to identify and explain two or more principles of training that influence their own personal physical activity program?	0	1	2	2
Protocols for determining students' knowledge about fitness testing standards and their ability to monitor and interpret personal fitness data?	0	1	2	2
Protocols for analyzing students' personal health-related fitness programs, including an analysis of their personal fitness goals?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
Content Analysis Score for Standard 4	0	5	10	10
9-12 Content Analysis Score + Content Analysis Score =	0	10	20	20

Stillwater Area Schools PECAT 3-Year Projected Growth
Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0

Grades 9-12: Content Analysis Standard 5	2013	2014	2015	2016
Specific lessons that provide students with an opportunity to demonstrate leadership, such as leading a walking club during after-school hours or coordinating a community service project to promote physical activity?	0	1	2	2
Specific lessons that ask students to engage in establishing and teaching rules, protocol, and etiquette of various sports and games played during and outside of physical education class?	0	1	2	2
Specific lessons that allow physical educators to teach and discuss the safety issues and protocols that exist within a variety of physical activities, fitness testing, games, and sports (e.g., setting up safety procedures to guide a class hike)?	1	2	2	2
Specific lessons that challenge students to identify and reflect on the influence of age, disability, gender, race, ethnicity, environment, and culture on physical activity participation?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?	0	1	2	2
Content Analysis Score for Standard 5	1	6	10	10
Grades 9-12: Student Assessment Standard 5				
Protocols for assessing students' ability to take initiative in leadership opportunities, such as determining how well a student used input to develop an after-school walking club?	0	1	2	2
Protocols for assessing students' knowledge, skills, and ability in teaching and identifying specific rules, etiquette, and procedures for sports and games played during and outside of physical education class?	0	1	2	2
Protocols for assessing students' knowledge, skills, and ability to set up safety procedures for a variety of physical activities, fitness testing, games, and sports?	1	2	2	2
Protocols for analyzing students' knowledge about the influence of age, disability, gender, race, ethnicity, environment, and culture on physical activity participation, such as asking students to conduct audits of the built environment (e.g., sidewalks and curb ramps around their school)?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
Content Analysis Score for Standard 5	1	6	10	10
9-12 Content Analysis Score + Content Analysis Score =	2	12	20	20

Stillwater Area Schools PECAT 3-Year Projected Growth
Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0

Grades 9-12: Content Analysis Standard 6	2013	2014	2015	2016
Specific lessons on the role and influence of physical activity in different cultures (e.g., the importance of specific sports and games in different countries)?	0	1	2	2
Specific lessons that allow students to analyze the characteristics of sports and physical activities that are personally enjoyable?	0	1	2	2
Specific lessons that allow students to know and discuss the role of artistic concepts in physical activity, such as why movement for self-expression is enjoyable and satisfying?	0	1	2	2
Specific lessons that teach students the differences between personal challenges and competition and provide the opportunity for students to choose at least two personally challenging physical activities to attempt?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to the value of physical activity should be introduced and taught?	0	1	2	2
Content Analysis Score for Standard 6	0	5	10	10
Grades 9-12: Student Assessment Standard 6				
Protocols for determining students' understanding about the role and influence of physical activity in different cultures, such as asking students to create written reports about a specific game played in a different country that is not common in the United States?	0	1	2	2
Protocols that ask students to identify and analyze the characteristics of sports and physical activities they enjoy and explain their reasons for enjoyment?	0	1	2	2
Protocols for assessing students' knowledge and ability to discuss the role of artistic concepts in physical activity, such as asking students to analyze the artistic components of dance and gymnastics?	0	1	2	2
Protocols for assessing students' ability and willingness to pursue new challenges and competition in physical activity, such as asking students to participate in a new activity outside of physical education class and provide a brief overview of the experience?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
Content Analysis Score for Standard 6	0	5	10	10
9-12 Content Analysis Score + Content Analysis Score =	0	10	20	20

Appendix F: Overall PECAT Scores and Improvement Plan

Overall PECAT Scores

Standards	Content Analysis Score for Each Grade Level				Standards	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	2	0	3	0	Standard #1	0	0	0	0
Standard #2	1	0	0	0	Standard #2	0	0	0	0
Standard #3	1	0	0	0	Standard #3	0	0	1	0
Standard #4	2	0	0	0	Standard #4	0	0	0	0
Standard #5	2	2	2	1	Standard #5	0	0	0	1
Standard #6	0	0	1	0	Standard #6	0	0	0	0
Total:	8	2	6	1	Total:	0	0	1	1

PECAT Curriculum Improvement Plan

Background: Based on the extreme need to have a written curriculum and associated student assessment as reflected in the disappointing scores seen above, three major weaknesses were identified. These three major weaknesses were and the following actions were completed in the fall of 2012.

Identified Weaknesses	Recommendations	Necessary Actions	Persons
(1) Inadequate and fragmented program without standardized written lessons aligned to the Minnesota State PE Standards.	(1) Learn more about the Teaching & Assessing PE Power Standards. (2) Provide professional staff development opportunities. (3) Purchase needed instructional equipment and supplies.	(1) Contact company for more information on the instructional resource. (2) Contact company to determine the process for scheduling workshops (3) Conduct a school-by-school equipment inventory based on suggested PE supply list.	(1) Deb Van Klei by 10/1/2012 (2) Deb Van Klei by 10/1/2012 (3) PE staff by 11/1/2012
(2) Inadequate and fragmented program without standardized student assessment and grading rubrics.	(1) Explore and gather more information on standards-based student assessment programs.	(1) Contact Minnesota Department of Education for leads and suggestions. (2) Contact other Minnesota PEP Grant winners for leads and suggestions.	(1) Deb Van Klei by 10/15/2012 (2) PE staff by 11/1/2012
(3) Inability to track and monitor student progress on the Minnesota State PE Standards over time.	(1) Explore and gather more information on Virtual PE Administrator assessment software.	(1) Provide list of desired student assessment requirements for Grades 5, 7, 9. (2) Schedule video conferencing session to demo the Virtual PE Administrator.	(1) PE staff by 12/1/2012 (2) Deb Van Klei by 12/15/2012

Appendix G: Stillwater Area School District HECAT 3-Year Projected Growth

HECAT "Healthy Eating Module" Composite Score of K-12	2013	2014	2015	2016
Standard 1: Health Information/Concepts (Concept Coverage)	1	2	3	4
Standard 2: Analyzing Influences (Student Learning/Application)	1	2	3	4
Standard 2: Analyzing Influences (Teacher Instruction/Assessment)	1	2	3	4
Standard 3: Accessing Valid Information (Student Learning/Application)	1	2	3	4
Standard 3: Accessing Valid Information (Teacher Instruction/Assessment)	1	2	3	4
Standard 4: Communication Skills (Student Learning/Application)	1	2	3	4
Standard 4: Communication Skills (Teacher Instruction/Assessment)	1	2	3	4
Standard 5: Decision Making (Student Learning/Application)	1	2	3	4
Standard 5: Decision Making (Teacher Instruction/Assessment)	1	2	3	4
Standard 6: Goal Setting (Student Learning/Application)	1	2	3	4
Standard 6: Goal Setting (Teacher Instruction/Assessment)	1	2	3	4
Standard 7: Practicing Healthy Behaviors (Student Learning/Application)	1	2	3	4
Standard 7: Practicing Healthy Behaviors (Teacher Instruction/Assessment)	1	2	3	4
Standard 8: Advocating for Health (Student Learning/Application)	1	2	3	4
Standard 8: Advocating for Health (Teacher Instruction/Assessment)	1	2	3	4
Total:	15	30	45	68

HECAT Curriculum Improvement Plan

Background: Based on the extreme need to have a sound curriculum to address weaknesses in the Healthy Eating Module, three major weaknesses were identified. These three major weaknesses were discussed by the committee members and the following actions were completed in the fall of 2012.

Identified Weaknesses within HECAT Results	HECAT Committee Recommendations	Necessary Actions	Persons Responsible & Due Dates
(1) Inadequate and fragmented program without standardized written lessons aligned to the 13 Healthy Eating behavior outcomes.	(1) Learn more about the <i>Student Health Force</i> curriculum. (2) Provide professional staff development opportunities.	(1) Contact <i>Student Health Force</i> for more information on the lessons. (2) Contact <i>Student Health Force</i> to determine the process for scheduling workshops.	(1) Deb Van Klei by 10/1/2012 (2) Deb Van Klei by 10/1/2012
(2) Inadequate and fragmented program without standardized student assessment and grading rubrics aligned to the 13 Healthy Eating behavior outcomes.	(1) Explore and gather more information on standards-based student assessment programs.	(1) Contact Minnesota Department of Education for leads and suggestions. (2) Contact other Minnesota PEP Grant winners for leads and suggestions.	(1) Deb Van Klei by 10/15/2012 (2) PE staff by 11/1/2012
(3) Inability to track and monitor student progress on the 13 Healthy Eating behavior outcomes over time.	(1) Explore and gather more information on Virtual PE Administrator assessment software.	(1) Provide list of desired health student assessment requirements for Grades 5, 7, 9. (2) Schedule video conferencing session to demo the Virtual PE Administrator.	(1) PE staff by 12/1/2012 (2) Deb Van Klei by 12/15/2012

Appendix H: PEP Grant Project Manager and Associated Job Descriptions

Position Summary: Full-time 12 months. Provide professional leadership and oversight for the district's Carol M. White PEP Grant program. Provide professional leadership for the implementation and monitoring of curriculum activities, resources and assessment associated with the PEP Grant. Coordinate district-wide physical education workshops, professional development, and on-site visits to ensure proper implementation of grant activities. Other duties as assigned by supervisor.

General Qualifications/Job Requirements:

- I. Minimum of 5 years teaching experience. Current teaching certificate in physical education or a related field is required. Masters degree preferred.
- II. Must have excellent organizational skills. Must be able to deal with a variety of individuals. Needs to have the ability to organize several tasks simultaneously.

Duties and Responsibilities:

- Oversee and coordinate the implementation of the PEP Grant.
- Coordinate the District physical education curriculum writing, development of curriculum materials, implementation and evaluation for PEP Grant.
- Schedule and supervise district-wide professional development for the PEP Grant.
- Serve as expert resource person for PEP Grant and maintain research based materials on current educational issues related to grant activities.
- Facilitate collaboration and integration of community resources pertaining to the Grant.
- Model the integration of technology.
- Communicate on a regular basis with physical education teachers and update them on current issues.
- Communicate with principals and district administration concerning district PEP Grant programs and events.
- Order and update the PEP Grant purchase orders as needed.
- Represent the District on community committees and groups pertaining to the PEP Grant.

Appendix H: PEP Grant Data Coordinator Job Description

Position Summary: Full-time 12 months. Provide technical assistance and support for the timely data collection process, the implementation of the new web-based platforms (i.e. Virtual PE Administrator, Student Health Force) and the associated data collecting instructional tools (i.e., Notebooks, heart rate monitors, pedometers). Coordinate the district-wide implementation of the new data collection requirements associated with grant activities. Other duties as assigned by supervisor.

General Qualifications/Job Requirements:

- Basic knowledge of and the ability for growing expertise related to commonly used data management tools and curriculum software commonly used by educators (i.e., Word, Excel, Filemaker Pro, Palm Pilots, iTouch/iPad, Blackboard, Moodle)
- Must have excellent organizational skills. Must be able to deal with a variety of individuals. Needs to have the ability to organize several tasks simultaneously.
- Skills in Adobe Suite software and the ability to upload video, Powerpoint presentations, pdfs, and other documents to the web will be helpful.

Duties and Responsibilities:

- Oversee and supply technical support for the PEP Grant instructional data tools and programs related to the Virtual PE Administrator, Student Health Force, and other technology-rich projects.
- Develop self-assessment checklists to determine comfort and skill levels of physical education teachers in relationship to the new student assessment programs. Assist and provide 1:1 technical assistance in person or by phone as needed.
- Model the integration of technology for student assessment purposes.
- Communicate on a regular basis with physical education teachers to assess the implementation of the data collection process.
- Participate in subject area professional organizations and conventions at the local, district, and national levels.

Appendix H: PEP Grant Administrative Assistant Job Description

Definition: Full-time 12 months. Working under the supervision of the PEP Grant Program Manager, the full-time Administrative Assistant oversees and manages all office procedures and other tasks as assigned by the Program Manager.

Duties and Responsibilities:

1. Oversee all aspects of general office coordination.
2. Maintain office calendar to coordinate work flow and meetings.
3. Maintain confidentiality in all aspects of student, staff and school information.
4. Monitor and assist with maintenance of the organization's website.
5. Interact with teachers, vendors and visitors.
6. Answer telephones and transfer to appropriate staff member.
7. Open, sort and distribute incoming correspondence, including faxes and email.
8. Sign for and distribute UPS/FedEx or similarly delivered packages.
9. Prepare responses to correspondence containing routine inquiries.
10. Perform general clerical duties to include, but not limited to, bookkeeping, copying, faxing, mailing and filing.
11. File and retrieve organizational documents, records and reports.
12. Coordinate and maintain records for staff, office space, telephones, parking, debit card and office keys.
13. Coordinate and direct office services, such as records, budget preparation, personnel and housekeeping.
14. Create and modify documents such as invoices, reports, memos, letters and financial statements using word processing, spreadsheet, database and/or other presentation software such as Microsoft Office, QuickBooks or other programs.
15. May conduct research, compile data and prepare papers for consideration and presentation to the Board of Education, staff and Community Partners.
16. Set up and coordinate meetings and conferences.
17. Prepare agendas and make arrangements for committee, Board or other meetings.
18. Interact with the organization's key partners.
19. Attend Board, committee meetings or other meetings as requested in order to record minutes.
20. Compile, transcribe and distribute minutes of meetings.
21. Make travel arrangements for staff, board and volunteers.
22. Collect and maintain inventory of office equipment and supplies.

Appendix H: PEP Grant Lead PE Teacher Job Description

Position Summary: Provides assistance and support for the PEP Grant programming and data collection by working directly with the Data Collection Coordinator and the individual PE teachers on the 13 separate school campuses. This is a stipend based position to be given to 3-4 currently employed PE teachers as an additional duty. **Designated Lead PE Teachers will be given a stipend equal to Department Chair funding.**

- Responsible for daily operation of the PEP Grant program as well as long-term oversight of planning, scheduling, and curriculum development.
- This position reports to the PEP Grant Program Manager (GPM).

Primary Job Duties: A key job responsibility for this position is supporting/mentoring all PEP Grant activities, GPRA and project-specific data with individual PE teachers and principals at the end of each 18-weeks so that all schools are a part of an continuous feedback loop for the entire 3 year grant period.

Other Duties and Responsibilities: Support the GPRA data collection process (i.e., assist PE teachers in collecting student data correctly and in a timely manner). PEP Grant measures will include the following GPRA and Project-specific measures:

- a. Pacer Data collection
- b. 3 Day Physical Activity Recall Surveys
- c. Fruit and Vegetable Consumption Surveys
- d. Pedometer Data collection – 4 days for grades K-4; 7 days for Grades 5-12
- e. Student BMI Data collection
- f. HECAT and PECAT assessments
- g. Student Data to determine changes in students meeting State Standards

Appendix I: How the Healthy MOVES Proposal Meets the 7 PEP Requirements

Requirement 1- Using the School Health Index, Modules 1-4: *As seen in Appendix C and throughout this proposal, we used the results of the School Health Index (Modules #1-4) to identify program weaknesses to develop this proposal. In fact, the primary reform effort stems from information provided for this in-depth systematic tool.*

Requirement 2 – Nutrition and Physical Activity-Related Policies: *For this grant, we will track and monitor the associated School Health and Safety Policies, Health Education Policies, Physical Education and Physical Activity Policies, and Nutrition Services Policies in the SHI.*

Requirement 3 – “Local Wellness Policies” and Requirement 4 – “Related Federal, State, and Local Initiatives.” *As required by our district’s Local Wellness Policy statement, we will coordinate the grant activities will on-going local, state, and federal initiatives. These include the State’s “Move More, Eat Smart” program, CDC’s Coordinated School Health Program’s Model, and the USDA’s Team Nutrition initiative currently endorsed by the district’s WC (Wellness Committee).*

Requirement 5 – Physical Education and Nutrition Instruction Curricula: *As stated before, we have used both the PECAT and HECAT assessments. Based on the results, we will be implementing both Teaching & Assessing PE Power Standards and Student Health Force.*

Requirement 6 – Equipment Purchases: *As seen in the signed Assurance Form, we will solely use PEP Grant funds that are clearly aligned to the proposed PE and nutrition program. Additionally, a “Principal’s Agreement” form has been approved by the Superintendent.*

Requirement 7– Increasing Transparency and Accountability: *With the Virtual PE Administrator platform, parents and students can view progress as needed. The aggregate-level data will be accessible to the public on a “Stillwater Area Schools PEP Grant Website.” A new Teacher Observation Assessment tool will be used to evaluate the implementation of the desired teaching practices.*

Appendix J: PEP Grant Principal's Agreement Form

Certification Statement: By my signature below, I agree that our school will participate in the 2013 Carol M. White PEP Grant proposal. Through this agreement it is understood that our participating physical education program will receive additional equipment and support to enhance our students' physical education experience. This equipment will be solely put to use within the PE program (i.e., not to enhance the existing athletic program) to enhance and expand physical activity/physical education opportunities for our students as they are introduced to innovative and new methods for physical fitness, nutrition, and skill development.

In return for this equipment and on-going staff development training, our PE teachers will be required to submit student data to enable analysis of the associated projects of the proposed Carol M. White PEP Grant. This data will be submitted to the Central Office and a yet-to-be-determined Carol M. White PEP Grant Program Manager as described in the grant proposal.

It is understood that the school or school district will not receive monetary reimbursement for the teacher's time spent on data collection during or beyond school hours. This is a part of the teacher's responsibility and will be handled as the school and physical education teacher see fit. As an administrator, I will ensure that our teachers participate in the program to the best of their abilities, fulfilling the requirements placed before them as outlined in the submitted grant proposal. Additionally, our physical educators understand that a higher level of accountability (ex. modified teacher observations aligned to determine how well the new instructional strategies are being implemented) will be required if the proposed PEP Grant is funded. Lastly, the school's computer lab will be scheduled to facilitate the required data collection process.

Name of School: Afton Lakesland
School Administrator's Name: Tom Herbst (Please print)
Signature: (b)(6) Date: 1/28/13

Appendix J: PEP Grant Principal's Agreement Form

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Name of School: St. Croix Valley Area Learning Center
School Administrator's Name: Don Kerpavec (Please print)
Signature: (b)(6) Date: 1-28-13

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Name of School: Andersen Elementary
School Administrator's Name: Malinda Lunsford (Please print)
Signature: (b)(6) Date: 1-28-13

Appendix J: PEP Grant Principal's Agreement Form

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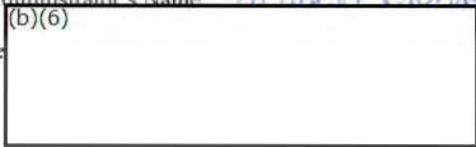
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Name of School: Lake Elmo

School Administrator's Name: Stephen Gorkle

(Please print)

Signature: 

Date: 1-29-13

Appendix J: PEP Grant Principal's Agreement Form

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Name of School: Lily Lake Elementary School

School Administrator's Name: Mark Drommerhausen (Please print)

Signature: (b)(6) Date: 1-28-2013

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Name of School: Marine Elementary

School Administrator's Name: Lynn Boorman (Please print)

Signature: (b)(6)

Date: 1-28-13

Appendix J: PEP Grant Principal's Agreement Form

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Name of School: Oakwood

School Administrator's Name: Mary Fields (Please print)

Signature:  Date: 1/28/13

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Name of School: OAK PARK

School Administrator's Name: GUNNY KRUSE (Please print)

Signature: (b)(6) Date: 1/28/13

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Name of School: Kutterford Elementary
School Administrator's Name: Heather Nelson (Please print)
Signature: (b)(6) Date: 1/28/13

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Name of School: Stillwater Area High School

School Administrator's Name: Ryan Lubger (Please print)

Signature: (b)(6) Date: 1-29-13

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Name of School: Stonebridge Elem.
School Administrator's Name: Derek Berg (Please print)
Signature: (b)(6) Date: 1/28/13

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Name of School: Satellite Junior High School

School Administrator's Name: Chuck DeLorenzo (Please print)

Signature: (b)(6) Date: 1/27/13

Appendix J: PEP Grant Principal's Agreement Form

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Name of School: Withrow Elementary

School Administrator's Name: Lisa Borman (Please print)

Signature: (b)(6)

Date: 1-28-13

Appendix K: PEP Grant Teacher Evaluation & Observation Form

Name of Evaluator: _____ Position: _____

Teacher: _____ Date: _____

Grade Level: _____ Unit of Instruction: _____

I. Observation of Instructional Planning Strategies

****Rating Scale:** 1 = Not present 2 = Needs attention 3 = Good 4 = Excellent

Indicators for Strong Instructional Planning in PE	1	2	3	4
1. Class is started quickly and efficiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Objectives are well defined and stated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Equipment is ready and sufficient for maximized learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Lesson is sequential and developmentally appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Environment is safe and conducive to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Written and well developed lesson plans are provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Observation of Instructional Presentation

****Rating Scale:** 1 = Not present 2 = Needs attention 3 = Good 4 = Excellent

Indicators for Strong Instructional Presentation in PE	1	2	3	4
7. Clear and straight forward directions are given	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Critical thinking and problem solving are encouraged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Relevant examples and brief demonstrations are offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Practice time is provided; assistance offered as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Appropriate lesson pace and smooth transitions are evident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Skill correction, as well as encouraging feedback offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Students are actively learning and participating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Assessment occurs and is based on class objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Lesson closure occurs and relates to class objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. Observation of Student Management

****Rating Scale:** 1 = Not present 2 = Needs attention 3 = Good 4 = Excellent

Indicators for Strong Student Management in PE	1	2	3	4
16. Rules of conduct and routine procedures are evident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Instructional opportunities are adapted to diverse learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. All students are treated in a fair and equitable manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Social skills are developed through the physical activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Student behavior is monitored and corrected as necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- This form has been shared and agreed upon by all physical education teachers and will be used as a part of the proposed Carol M. White PEP Grant. These teacher observations will allow the Grant Project Management Team to monitor and assess the incorporation of the recommended instructional strategies into the physical educators' day-to-day teaching.

*** Performance Descriptors Related to the Observation Form**

Evaluation Criteria	What this looks like in Physical Education
1. Class is started quickly and efficiently	Students are instantly active as they enter the classroom. Warm-ups and instant activities are provided and students understand the procedure to begin class. The lesson focus is quickly delineated. Attendance is efficiently checked using “active roll call” strategies as taught in the Teaching and Assessing PE Power Standards training. Minimum organization is necessary to start movement/learning.
2. Objectives are well defined and stated	The skill/concepts to be learned are stated at the beginning of the lesson. The objective is put into a context appropriate to the student learning level.
3. Equipment is ready and sufficient for maximized learning	All available class time is used for learning and not for setting up/getting out of equipment. There is enough equipment for every student to insure maximum participation and student learning.
4. Lesson is sequential and developmentally appropriate	Skills/concepts are appropriate for the level of the learner and are presented in a logical format. Skills are broken down into learnable segments. Drills and lead-up activities are appropriate to the development of the skill/concept. Rules and game space are modified to increase learning and skill development.
5. Environment is safe and conducive to learning	The teaching space is free from clutter, unused equipment and other safety hazards. Activities are organized to minimize the chance or injury. The space is adequate for the activities selected.
6. Written and well developed lesson plans are provided	A written lesson plan is offered and demonstrates planning to achieve student learning. Plan is based on lesson objectives and related to specific state standards.
7. Clear and straight forward directions are given	Instruction time is minimized so that learning time is maximized. Rules/strategies are introduced throughout the class instead of all at once. Drills and activities are clearly understood by the students.
8. Critical thinking and problem solving are encouraged	Students are given opportunities to generate strategies, create sequences, and/or incorporate cognitive processes.
9. Relevant examples and brief demonstrations are offered	Effective and active demonstrations are provided. Appropriate cues for skill development are offered. Skill is connected to prior and future skill development.
10. Practice time is provided; assistance offered as needed	Practice time for skill development is provided prior to game play. Teacher provides modifications for students at different skill levels. This differentiated instruction should have an 80% success rate. Practice is observed and corrective feedback is offered.

(Continued on next page)

***Notes:** (1) Each PE teacher will be formally evaluated 3 times a year by the school principal or the principal’s designee (i.e., Vice-Principal, PEP Grant Project Manager, etc.). (2) All evaluators, including each school principal, will complete a special 3-hour training session approved by the school superintendent to ensure quality and consistency across the school district.

Performance Descriptors Related to the Observation Form (Continued)

Evaluation Criteria	What this looks like in Physical Education
11. Appropriate lesson pace and smooth transitions are evident	The pace of the instructed activities keeps the students engaged. All students are challenged by the lesson. The transition from one activity to another is smooth and relevant. Students are not confused and time is not wasted. Necessary adaptation of the lesson plan occurs with little frustration.
12. Skill correction, as well as encouraging feedback offered	Corrective feedback on performance is offered. Alternate learning cues are given to help to students achieve. Negative comments or “cutting” remarks are not seen.
13. Students are actively learning and participating	Students appear motivated and are willing to take risks in attempting new skills. Games where elimination occurs are not seen. Small teams are used and equipment for each student (or at least for every two students) is available. Few students venture off-task or cause disruptions.
14. Assessment occurs and is based on class objectives	Consistent verbal interactions occur and with proximity. Students are provided information on their performance. Active monitoring occurs during the lesson to assess student understanding of skill/concept. Student work and assessments are available upon request.
15. Lesson closure occurs and relates to class objectives	A closure of the lesson includes a cool-down period, as well as a review/discussion/summary of the skills/concepts learned.
16. Rules of conduct and routine procedures are evident	Rules of conduct and routine procedures are evident. Students understand behavior expectations and consequences. Procedures for getting equipment, forming teams, aligning starting points, etc. are apparent.
17. Instructional opportunities are adapted to diverse learners	Instructional strategies and expectations are adjusted based on individual differences and needs. Accommodations and modifications are made for students with disabilities or varied learning styles. All students are included.
18. All students are treated in a fair and equitable manner	Interactions between the teacher and the students are respectful and courteous. The teacher is positive, enthusiastic, and compassionate with the students.
19. Social skills are developed through the physical activities	Groups/partners are changed often to allow for social interaction and involvement of all students. Students demonstrate concern for fellow students while performing. Good sportsmanship and cooperative behaviors are promoted.
20. Student behavior is monitored and corrected as necessary	Behavior is monitored by proximity, as well as from across the court/field. Appropriate behavior is acknowledged. Inappropriate behavior is handled with confidence using learned Teaching and Assessing the Power Standards teaching strategies (i.e., “80-20” rule, reinforcement of “Ground Rules,” etc.)

Appendix L: Key PEP Personnel Vitas and Letters of Support

(Deb Van Klei, Project Director)

Deb Van Klei
5701 Stillwater Blvd N
Stillwater, MN 55082
yankleid@stillwater.k12.mn.us
651-351-8166

Education

M.A. Teaching and Learning
St. Mary's University, Winona, MN
January 2009 to present; graduation December 2010

Health Education major

Augsburg College, Mpls MN
May 2005 to December 2006

B.S. Physical Education

Health minor
Coaching 7-12
South Dakota State University
August 2000 to May 2004

Other duties:

Health and Physical Education Department Chair- 10 years

- Leadership and enthusiasm for planning, development, integration and evaluation of a comprehensive K-12 curriculum

Online Health teacher

- Leadership and development for the integration of an online Health course to meet the graduation requirement

Staff Development/ Building Leadership Team

- Leadership and integration of assessments that meet national standards

Certification and special trainings:

Class Action curriculum- asked to implement a pilot program which is the high-school component to Project Northland, Hazelden's evidence-based alcohol prevention program curriculum

Reducing the Risk curriculum- implemented a pilot evidence-based curriculum from ETR associates that works on building skills to prevent pregnancy, HIV and STD

Physical Best certified teacher- certified to teach health related-fitness education and assessment, practicing activities and learning how the activities teach students the components and principles of health related fitness. Trained in the delivery of FITNESSGRAM assessment protocols.

CPR/First Aid instructor trainer-collaborate with the Red Cross in providing quality Health and Safety Services training in schools.

Grant award winner- wrote a district-wide grant for 5 Physical Education teachers and the district curriculum supervisor to attend the AAHPERD convention in 2009.

Grant award winner- \$10,000 General Mills Healthy Champions for Kids

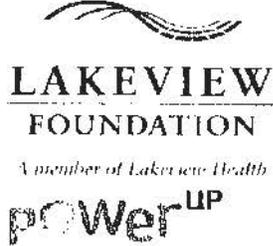
Volunteer committees

Stillwater Area Schools Wellness Committee- helped to develop district policy determining guidelines for student and staff access to foods, beverages, and physical activity.

Community Health Action Collaborative- working with local law enforcement, mental health services, local government and community members to prevent and reduce youth alcohol, tobacco and other drug use through partnership, education, intervention and community change.

Living Healthy in Washington County- this initiative strives to create and support policies and environments that make it easier for residents to incorporate healthy actions into their daily

Appendix L: Key PEP Personnel Vitas and Letters of Support



777 E. Chicago Blvd. Stillwater, MN
55159-3400
Phone: (763) 430-4100
Fax: (763) 430-4101
www.lakeviewhealth.org

April 3, 2013

Dear PEP grant selection committee,

The Lakeview Foundation and the PowerUp initiative are pleased to submit this letter of support for the Stillwater Area Public Schools (SAPS) for a PEP Grant. As the primary local health care system in the Stillwater area, Lakeview Health and the Lakeview Foundation are committed to working in collaboration with others to improve the health of our patients, and the overall community. Lakeview works in partnership with the local community on many initiatives related to health, and our partnership with the Stillwater Area Public Schools is particularly strong and thriving.

The SAPS and Lakeview have been strong partners for more than a decade including partnering to bring wellness services directly to students in a school-based wellness center. This includes mental and chemical health counseling by nonprofit provider, as well as nutrition counseling by Lakeview Registered Dietitians. The Wellness Center has services in the high school, junior highs, and Alternative Learning Center. SAPS is also an active participant in Lakeview's Community Health Action Team (CHAT) which meets monthly to address the health needs of the community and find collaborative solutions.

The partnership between Lakeview and SAPS has recently grown to a new level. In the summer of 2012, Lakeview launched a long-term, community-wide initiative to make the St. Croix Valley a place where it is easy for youth to eat better and be active. The initiative, called PowerUp, includes a multi-sector strategy including health care, public health, restaurants, families, schools, and the entire community. SAPS has been a tremendous partner in PowerUp since its inception in many essential ways including:

- The PowerUp Advisory Committee and PowerUp Sub Committees have strong representation from the SAPS including: Corey Lunn, Superintendent; student services; facilities; food service; school nursing; PE teachers; and classroom teachers.
- SAPS supported the delivery of the PowerUp School Challenge in every elementary school in the district in 2013. This four-week, classroom based intervention focuses on promoting more fruit, vegetables and physical activity in students. This program would not have been possible with the strong support from the district and every classroom teacher in the district. While data is still being evaluated, early results show that the program positively influences behavior in students.

- The SAPS School Board recently issued a proclamation in support of PowerUp and the principles of supporting better eating and physical activity for youth both within and outside of the school setting.
- The SAPS new five year strategic planning process included strong representation from the community including Lakeview. Lakeview is part of the 30 member planning team, as well an action team. Through this process, the district has strongly recommitted itself to student and health and wellness in an even greater way. The plan changes for a "healthy" school environment, including nutrition, physical activity, and the emotional and physical health of students.
- The district has partnered with Lakeview at an upcoming, huge community event to promote wellness for youth on May 4, 2013. The district has made their outdoor facilities available for this important community gathering, and has supported the event planning throughout the process. Without this kind of partnership, Lakeview would unable to hold this community event and reach thousands with a message a health. Our partnership with SAPS is essential in this endeavor as well.

With these partnerships with Lakeview and with others, SAPS is uniquely positioned to plan and implement wellness, physical education, physical activity and nutrition strategies for the students they serve. We are proud to be a partner with SAPS in achieving these goals. Stillwater Area Public Schools would be a worthy place to invest PEP grant dollars. Please let me know if you have any questions about our partnership with the SAPS.

Sincerely,

(b)(6)

Marna Canterbury, MS, RD
Director, Community Health and Wellness
Lakeview Foundation
www.Powerup4kids.org



STILLWATER AREA PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT 834

1875 South Greeley Street
Stillwater, Minnesota 55082
Tel: 651-351-8340
fax: 651-351-8380
tdd: 651-351-8338
www.stillwater.k12.mn.us

April 1, 2013

LEA Authorized Representative, Name: Mike Redmond, Executive Director of Instruction, Curriculum, Leadership and Innovation

Roles and Responsibilities: The Stillwater Area Schools District (SASD) will serve as the lead agency for the **Healthy MOVES** PEP Grant proposal. In assuming this role, SASD will coordinate and implement all facets of the PEP activities as seen in this proposal including:

- Program (Implementation of programs/activities, GPRA data collection, reports);
- Fiscal management (Bids, procurement, etc.);
- Placement of personnel (PEP Grant Program Manager, secretary, etc.); and
- Community Partnerships (Coordination, oversight, etc.)

Contribution to the Project: As the lead agency, we will perform all stated activities and responsibilities as stated in the **Healthy MOVES** proposal.

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

Signature of LEA's Authorized Representative:

(b)(6)

Mike Redmond
Executive Director of Secondary Education
(Formerly the Principal of John Glenn Middle School in Maplewood, Minnesota)
651-351-8391
redmondm@stillwater.k12.mn.us

Afton-Lakeland Elementary, Andersen Elementary, Early Childhood Family Center, Lake Elmo Elementary, Lily Lake Elementary, Marine Elementary, Oak Park Elementary, Oak-Land Junior High, Rutherford Elementary, St. Croix Valley Area Learning Center, Stonebridge Elementary, Stillwater Area High School, Stillwater Junior High, Valley Crossing Community School, Withrow Elementary

216 4th Street N, Stillwater, MN 55082

651-430-8800

Website: www.ci.stillwater.mn.us

Public Health Partner Name: Washington County Department of Public Health and Environment

Roles and Responsibilities: The Washington County Department of Public Health and Environment (WCPHE) will serve as a supporting community agency for the Local Physical Activity and Nutrition (LPAN) program as described in the **Healthy MOVES** Physical Education Program (PEP) Grant proposal. In assuming this role, WCPHE staff will assist with implementing all facets of the PEP activities as seen in this proposal including:

- Assist and support the student leaders with physical activity and nutrition in their annual grant activities (i.e., Walk-to-School events, cafeteria food nutritional analysis, competitive foods policies, reducing high fat/salt/sugar items from school vending machines, adding healthy choices in all school vending machines, etc.);
- Serve as content experts for Public Service Announcements and social marketing events;
- Participate in parent outreach programming as recommended by LPAN and/or Wellness Committee groups on an annual basis;
- Seek and participate in possible future grant opportunities related to sustainability after Year 3 of the proposed PEP Grant; and
- Continue to provide the same level of support for activities after PEP funding is complete.

Contribution to the Project and Sustainability: In addition to the activities and continued support of the LPAN activities when the PEP Grant is complete, we will participate as an active member in the school district's Wellness Committee and participate in at least one parent outreach event on an annual basis.

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

Signature of Public Health and Environment Entity's Authorized Representative:

(b)(6)





**STILLWATER AREA PUBLIC SCHOOLS
COMMUNITY EDUCATION**

1875 South Greeley Street
Stillwater, MN 55082
Tel: 651-351-8300
Fax: 651-351-8401
Tdd: 651-351-8338
www.stillwater.k12.mn.us

CBO Name: Stillwater Area Schools Adventure Club

Roles and Responsibilities: The Stillwater Area Schools Adventure Club will serve as one of the lead agency for the after-school program as described in the **Healthy MOVES** PEP Grant proposal. In assuming this role, the Stillwater Schools Adventure Club will implement all facets of the PEP activities as seen in this proposal including:

- Coordinating the after-school program at an elementary school site as to increase the levels of physical activity for elementary students:
- Participation of Adventure Club staff in Teaching and Assessing PE Power Standards and various health and wellness initiatives:
- Placement of physical activity and fitness equipment:
- Provide transportation to off-site activities throughout the school year
- Continued maintenance and/or replacement of all PEP grant funded equipment after grant funding is over
- Continued fiscal support of after school staff and associated activities after grant funding

Contribution to the to the project and sustainability: In addition to the activities and continued support of after school staff when PEP Grant is over, we will participate as an active member in the school district's WC and participate in at least one parent outreach event on an annual basis. The agreement is in support of the **Healthy MOVES** PEP grant project and was developed after timely meaningful consultation between the required partners.

(b)(6)

Signature of Stillwater School Adventure Club Authorized Representative

4/4/13

Date



STILLWATER AREA PUBLIC SCHOOLS
COMMUNITY EDUCATION

1875 South Greeley Street
Stillwater, MN 55082

Tel: 651-351-8300
Fax: 651-351-8401
Tdd: 651-351-8338
www.stillwater.k12.mn.us

CBO Name: Stillwater Area Schools Community Education

Roles and Responsibilities: The Stillwater Area Schools Community Education will serve as one of the lead agency for the after-school program as described in the **Healthy MOVES** PEP Grant proposal. In assuming this role, the Stillwater Area Schools Community Education will implement all facets of the PEP activities as seen in this proposal including:

- Coordinating the after-school program at an elementary school site as to increase the levels of physical activity for elementary students;
- Participation of Community Education staff in Teaching and Assessing the Power Standards and various health and wellness initiatives;
- Participate in health and fitness fair coordinated by the school district each year
- Placement of physical activity and fitness equipment;
- Provide transportation to off-site activities throughout the school year
- Continued maintenance and/or replacement of all PEP grant funded equipment after grant funding is over
- Continued fiscal support of after school staff and associated activities after grant funding

Contribution to the to the project and sustainability: In addition to the activities and continued support of after school staff when PEP Grant is over, we will participate as an active member in the school district's WC and participate in at least one parent outreach event on an annual basis.

The agreement is in support of the **Healthy MOVES** PEP grant project and was developed after timely meaningful consultation between the required partners.

(b)(6)

Signature of Stillwater Community Education Authorized Representative

4/15/13

Date

Food Service or Child Nutrition Director Name: Linda Nordgren

Roles and Responsibilities: The Stillwater Area Schools Food Services (SSFS) will serve as a supporting agency for the “Cafeteria is a Classroom” program. This includes helping students to understand key nutrition strategies (“calories in – energy out,” food portion size – “portion distortion”) as described in the **Healthy MOVES PEP Grant** proposal. In assuming this role, SSFS staff will coordinate and implement the following activities:

- Implementing the “Cafeteria is a Classroom” model by using and encouraging the use of proven nutrition education teaching tools as recommended by the Minnesota Department of Health and Human Services – Color Me Healthy, Sybershop, Families Eating Smart and Moving More, etc.; USDA’s Myplate.org; Power-up.org, etc;
- Send staff to in the Minnesota Conference for Child Nutrition Administrators on an annual basis;
- Provide school nutrition staff with nutrition education training;
- Participate in the social media networking tool through the School Nutrition Association.
- Participate in parent outreach programming as recommended by WC groups on an annual basis;
- Seek and participate in possible future grant opportunities related to sustainability after Year 3 of the proposed PEP Grant;

Contribution to the Project and Sustainability: In addition to the activities and continued support of the activities listed above when the PEP Grant is over, we will participate as an active member in the school district’s WC and participate in at least one parent outreach event (i.e., “Portion Distortion”) on an annual basis. This agreement is in support of **Healthy MOVES PEP** project and was developed after timely and meaningful consultation between the required partners.

Signature of Food Services Authorized Representative:

Dated: 4-5-13

(b)(6)

LEA School Nurses

Roles and Responsibilities: The Stillwater Area School District (SASD) Nurses will serve as a cooperating partner for the **Healthy MOVES** PEP Grant proposal. In assuming this role, SASD Nurses will assist in the coordination and implementation of the PEP activities as seen in this proposal including:

- Creating a shared responsibility for increasing health and fitness knowledge among the students, teachers, and parents
- Assist WC to refine local wellness policies designed to encourage healthy eating, increasing physical activity and lowering BMI

Contribution to the Project: We will perform all stated activities and responsibilities as stated in the **Healthy MOVES** proposal.

This agreement is in support of **Healthy MOVES** PEP project and was developed after timely and meaningful consultation between the required partners

Signature of LEA's School Nurse Representative: _____

Dated: 4/10/13

(b)(6)



UNIVERSITY OF MINNESOTA | EXTENSION

Driven to Discover™

Dear Sir/Madam:

Please accept this letter in support of your requested grant funding from The Carol M. White Physical Education Program (PEP) grant.

The University of Minnesota Extension Simply Good Eating program provides an active representation on the Wellness Committee. We are committed to supporting projects that promote health and wellness for our students. We will continue in this role, and we will use our social media networks to further help promote the school system's Healthy MOVES PEP project as appropriate.

It is a pleasure to work in partnership with you as we strive to improve the health of our students.

Your truly,

(b)(6)

Agency Name: Stillwater Area School District DUNS # 071783930

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

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

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

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

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

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

Coordinated School Health Program

Team Nutrition Training Grant

Recovery Act Communities Putting Prevention to Work – Community Initiative

Others not listed here

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

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

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

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

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

(b)(4)

Signature of Authorized Representative

Stillwater Area School District _____
Applicant Organization

Director Student Support Services
Title

4-10-13 _____
Date Submitted

Appendix L: Key PEP Personnel Vitas

(VITA FOR PROPOSED PEP GRANT EVALUATOR)

(b)(6)

Current Position:	President and Founder Great Activities Publishing Company, Inc. PO Box 51158 Durham, North Carolina 27717 Phone: (800) 927-0682 E-mail: artie@greatactivities.net
Background:	National physical education curriculum development and training center with a client listing of over 600 school district, state and/or national organizations. Publisher of physical education books and periodicals, as well as other instructional resources.

Previous Position:	Senior Administrator for Health and Physical Education Wake County Public Schools (April, 2001 – September, 2005) 3600 Wake Forest Road Raleigh, North Carolina 27611
Other Positions:	- Physical Education Consultant (NCDPI) 1983-1996 - Physical Education Teacher (Wake County Schools) 1978-1983
Professional Preparation:	Masters of Arts in Teaching, Health & PE 1978 <i>University of North Carolina, Chapel Hill</i> Bachelors of Arts, Physical Education/Math 1972 <i>California State University at Los Angeles</i>
Publications:	Written, co-authored, contributed or edited a variety of educational publications (over 19), including: 1.) <u>Games and Great Ideas: A Guide for Elementary School Physical Educators and Classroom Teachers</u> . Contributor. Greenwood Press, 1995. 2.) <u>Academic Activities for the Gifted and Talented Elementary Child</u> . Artie Kamiya and Alan Reitman, Editors. Prentice-Hall, 1987. 3.) <u>Elementary Teacher's Handbook of Indoor and Outdoor Games</u> . Artie Kamiya. Prentice-Hall, 1985.
Honors:	<ul style="list-style-type: none">• 2007 "Joy of Effort" Award, National Association for Sport and Physical Education• 2004 National Physical Education Administrator of the Year, Council for School Leadership in Physical Education• "Joseph G. Astman Distinguished Conference Scholar Award," Hofstra University's Cultural Center Conferences and Symposia Program• Honor Award - Lifetime Achievement Award from the North Carolina Alliance for Athletics, Health, Physical Education, Recreation and Dance

Grant Evaluations:	Successfully conducted over 24 Carol M. White PEP Grant evaluations, including - <ul style="list-style-type: none">• Northridge Medical Center, California• Washington DC Public Schools• Union County Public Schools, North Carolina• Rowan-Salisbury Public Schools, North Carolina• South Orange-Maplewood Public Schools, New Jersey• Scotia-Glenville, New York• San Antonio ISD, Texas• Newcastle Schools, Oklahoma
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Appendix L: Key PEP Personnel Vitas and Letters of Support

(Adapted PE Consultant)

Jim Rich

(b)(6)

EDUCATION

- East Carolina University, Masters of Arts in Education/Physical Education, 1984
- University of Minnesota at Wilmington, Bachelor of Arts/Physical Education, 1973

TEACHING RELATED PROFESSIONAL EXPERIENCES

- (1) Physical Education Consultant (Present)
 - Wake County Public Schools, Raleigh, NC
 - Walker County Schools, Jasper, Alabama (PEP Grant)
 - Millcreek Public Schools, Erie, PA (PEP Grant)
 - Glendale Public Schools, Flinton, PA (PEP Grant)
- (2) Instructor, UNC-CH, School of Education (2006)
- (3) Master Teacher, Studies to Treat or Prevent Pediatric Type 2 Diabetes (2004-2005)
- (4) School of Nursing, The University of Minnesota at Chapel Hill
- (5) Teacher, Adapted Physical Education, Gateway Education Center (1999-2004)
- (6) Adapted Physical Education Consultant, Exceptional Children Division (1984-1999)
Minnesota State Department of Public Instruction
- (7) Adapted Physical Education Specialist, New Hanover County Schools (1974-1984)

PHYSICAL EDUCATION WORKSHOPS/PRESENTATIONS

Conducted over 800 workshops/presentations on different topics in Physical Education, Adapted Physical Education and Special Education Issues for teachers, administrators, parents, and university students.

PROFESSIONAL RECOGNITION

- MEMORIAL AWARD: Spring Physical Education Leadership Training (SPELT). 2005
- OUTSTANDING ALUMNI AWARD: The School of Health and Human Performance, East Carolina University, 2001.
- NCAAHPERD HONOR AWARD: In Recognition of Distinguished Service. Presented by the Minnesota Alliance of Athletics, Health, Physical Education, Recreation & Dance, 1996.
- CAMP CAESAR HALL OF FAME: WV Association for Elementary Physical Education. 1994.
- SPECIAL RECOGNITION AWARD: Presented by the Adapted Physical Activity Council of the American Alliance for Health Physical Education Recreation and Dance. 1990.

GEPA 427 Statement

Historically, there are two prominent equity issues that relate to this grant proposal: gender and disability. Within the school district training on gender equity and diversity has been offered systematically over the past several years to all school district personnel. The GEPA statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. All the programs strategies and curricula are inspected for these barriers, especially the barriers of gender and disability. To the extent that these population groups may be found to be underrepresented in a specific program, course, or activity, the district proactively seeks to eliminate any possible barriers to equal access and treatment. As described in the following, our plan of operation ensures that these and other possible barriers to equal access and treatment are eliminated for traditionally underrepresented groups and individuals.

Elimination of Possible Disability Barriers

We have a commitment to ensure equal access and treatment to students with disabilities, and every effort is made to ensure the elimination of possible disability barriers within the school programs, courses and activities. This strictly adheres to the provisions outlined in the Americans with Disabilities Act, as well as to the anti-discrimination policy that specifically states that no person shall be discriminated against due to a disability. A qualified adapted physical education consultant will be used in planning all grant activities. This individual will be responsible for ensuring that all program models are found to be age appropriate and free of ethnic and cultural bias from a special-needs perspective.

Elimination of Possible Gender Barriers

Proactive measures are taken within the grant to ensure both male and female students have equal access to and treatment in all areas of school life, specifically in courses or activities that are traditionally underrepresented by either of the sexes. Children are encouraged to enroll in programs, courses, and activities based upon their interests and needs rather than their gender. Girls are encouraged to enroll in mathematics, science, and technology courses while boys are encouraged to excel in language arts and foreign languages. Students participating in programs, courses, or activities that have been traditionally underrepresented by one gender are not only encouraged but also are provided every possible avenue for success. The grant will use curriculum and developmentally appropriate programs and activities that will create equal opportunity and access for both genders.

Elimination of Possible Racial Barriers

Representatives from a culturally diverse background will be used as advisory council members. This group will provide insight into cultural values and norms that pertain to diet, exercise, and wellness, for the ethnic groups represented in our area.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

Appendix L: Key PEP Personnel Vitas and Letters of Support

(Deb Van Klei, Project Director)

Deb Van Klei
5701 Stillwater Blvd N
Stillwater, MN 55082
vankleid@stillwater.k12.mn.us
651-351-8166

Education

M.A. Teaching and Learning
St. Mary's University, Winona, MN
January 2009 to present; graduation December 2010

Health Education major

Augsburg College, Mpls MN
May 2005 to December 2006

B.S. Physical Education

Health minor
Coaching 7-12
South Dakota State University
August 2000 to May 2004

Other duties:

Health and Physical Education Department Chair- 10 years

- Leadership and enthusiasm for planning, development, integration and evaluation of a comprehensive K-12 curriculum

Online Health teacher

- Leadership and development for the integration of an online Health course to meet the graduation requirement

Staff Development/ Building Leadership Team

- Leadership and integration of assessments that meet national standards

Certification and special trainings:

Class Action curriculum- asked to implement a pilot program which is the high-school component to Project Northland, Hazelden's evidence-based alcohol prevention program curriculum

Reducing the Risk curriculum- implemented a pilot evidence- based curriculum from ETR associates that works on building skills to prevent pregnancy, HIV and STD

Physical Best certified teacher- certified to teach health related-fitness education and assessment, practicing activities and learning how the activities teach students the components and principles of health related fitness. Trained in the delivery of FITNESSGRAM assessment protocols.

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Grant award winner- wrote a district-wide grant for 5 Physical Education teachers and the district curriculum supervisor to attend the AAHPERD convention in 2009.

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Living Healthy in Washington County- this initiative strives to create and support policies and environments that make it easier for residents to incorporate healthy actions into their daily

Appendix L: Key PEP Personnel Vitas and Letters of Support

(CBO Agreement)



2000 Central Mall, Suite 200
Stillwater, MN 55077-1000
Phone: 651-436-4700
Fax: 651-436-4700
www.lakeviewhealth.com/eng

April 3, 2013

Dear PEP grant selection committee,

The Lakeview Foundation and the PowerUp initiative are pleased to submit this letter of support for the Stillwater Area Public Schools (SAPS) for a PEP Grant. As the primary local health care system in the Stillwater area, Lakeview Health and the Lakeview Foundation are committed to working in collaboration with others to improve the health of our patients, and the overall community. Lakeview works in partnership with the local community on many initiatives related to health, and our partnership with the Stillwater Area Public Schools is particularly strong and thriving.

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- The PowerUp Advisory Committee and PowerUp Sub Committees have strong representation from the SAPS including: Corey Lunn, Superintendent; student services; facilities; food service; school nursing; PE teachers; and classroom teachers.
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- The SAPS School Board recently issued a proclamation in support of PowerUp and the principles of supporting better eating and physical activity for youth both within and outside of the school setting.
- The SAPS new five year strategic planning process included strong representation from the community including Lakeview. Lakeview is part of the 30 member planning team, as well as an action team. Through this process, the district has strongly recommitted itself to student and health and wellness in an even greater way. The plan changes for a "healthy" school environment, including nutrition, physical activity, and the emotional and physical health of students.
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With these partnerships with Lakeview and with others, SAPS is uniquely positioned to plan and implement wellness, physical education, physical activity and nutrition strategies for the students they serve. We are proud to be a partner with SAPS in achieving these goals. Stillwater Area Public Schools would be a worthy place to invest PEP grant dollars. Please let me know if you have any questions about our partnership with the SAPS.

Sincerely,

(b)(6)

Marna Canterbury, MS, RD
Director, Community Health and Wellness
Lakeview Foundation
www.Powerup4kids.org

(Mayor's Office Agreement)



April 5, 2013

The City of Stillwater will serve as an agency for the promotion of Health MOVES PEP grant proposal. One representative from the City of Stillwater will represent the Mayor's office on the WC and will provide Stillwater Schools with information on community events the following activities:

- Advancing and developing a series of social marketing activities as to increase the healthy message being promoted via the **Healthy MOVES** PEP Grant proposal;
- Stillwater Parks is dedicated to promote community involvement, civic pride and stewardship in Stillwater's natural resources and ecosystems, and advocate for park and open space accessibility, use and enjoyment, and sponsor educational and recreational activities and events;
- Energize and encourage greater coordination of planning and services among all city and county resources towards the childhood obesity epidemic at the local and state levels;
- Stillwater Parks also funds local neighborhood and community-wide activities each year such as the Twinkle parade, Summer Tuesdays and Arts in the Park.
- Assist the Stillwater Area Public Schools, Washington Public Health Department, and the Child Nutrition Department in "opening doors" to establish greater reach to underserved parents and families;
- Seek and participate in possible future grant opportunities related to sustainability after Year 3 of the proposed PEP Grant;
- Encourage the exploration of grants for community gardens in neighborhoods such as the North Hill Community Garden to offer garden plots at affordable rates to City residents.

Contribution to the Project and Sustainability: In addition to the activities and continued support of the activities listed above when the PEP Grant is over, we will participate as an active member in the school district's WC and participate in at least one parent outreach event on an annual basis. This agreement is in support of **Healthy MOVES PEP** project and was developed after timely and meaningful consultation between the required partners.

(b)(6)

Ken Haryck, Mayor

216 4th Street N, Stillwater, MN 55082
redmond@stillwater.k12.mn.us

651-430 8800

Website: www.ci.stillwater.mn.us

At: All Lakeland Elementary, Anderson Elementary, Early Childhood Family Center, Lake Elm Elementary, Lily Lake Elementary, Marine Elementary, Oak Park Elementary, Oak and Junior High, Rutherford Elementary, St. Croix Valley Area Learning Center, St. George Elementary, Stillwater Area High School, Stillwater Area High, Valley Crossing Community School, Willow Elementary.

Public Health Partner Name: Washington County Department of Public Health and Environment

Roles and Responsibilities: The Washington County Department of Public Health and Environment (WCPHE) will serve as a supporting community agency for the Local Physical Activity and Nutrition (LPAN) program as described in the **Healthy MOVES** Physical Education Program (PEP) Grant proposal. In assuming this role, WCPHE staff will assist with implementing all facets of the PEP activities as seen in this proposal including:

- Assist and support the student leaders with physical activity and nutrition in their annual grant activities (i.e., Walk-to-School events, cafeteria food nutritional analysis, competitive foods policies, reducing high fat/salt/sugar items from school vending machines, adding healthy choices in all school vending machines, etc.);
- Serve as content experts for Public Service Announcements and social marketing events;
- Participate in parent outreach programming as recommended by LPAN and/or Wellness Committee groups on an annual basis;
- Seek and participate in possible future grant opportunities related to sustainability after Year 3 of the proposed PEP Grant; and
- Continue to provide the same level of support for activities after PEP funding is complete.

Contribution to the Project and Sustainability: In addition to the activities and continued support of the LPAN activities when the PEP Grant is complete, we will participate as an active member in the school district's Wellness Committee and participate in at least one parent outreach event on an annual basis.

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

Signature of Public Health and Environment Entity's Authorized Representative:

(b)(6)



CBO Name: Stillwater Area Schools Adventure Club

Roles and Responsibilities: The Stillwater Area Schools Adventure Club will serve as one of the lead agency for the after-school program as described in the **Healthy MOVES** PEP Grant proposal. In assuming this role, the Stillwater Schools Adventure Club will implement all facets of the PEP activities as seen in this proposal including:

- Coordinating the after-school program at an elementary school site as to increase the levels of physical activity for elementary students;
- Participation of Adventure Club staff in Teaching and Assessing PE Power Standards and various health and wellness initiatives;
- Placement of physical activity and fitness equipment;
- Provide transportation to off-site activities throughout the school year
- Continued maintenance and/or replacement of all PEP grant funded equipment after grant funding is over
- Continued fiscal support of after school staff and associated activities after grant funding

Contribution to the to the project and sustainability: In addition to the activities and continued support of after school staff when PEP Grant is over, we will participate as an active member in the school district's WC and participate in at least one parent outreach event on an annual basis. The agreement is in support of the **Healthy MOVES** PEP grant project and was developed after timely meaningful consultation between the required partners.

(b)(6)

Signature of Stillwater School Adventure Club Authorized Representative

Date

4/4/13



**STILLWATER AREA PUBLIC SCHOOLS
COMMUNITY EDUCATION**

1875 South Greeley Street
Stillwater, MN 55082

Tel: 651-351-8300
Fax: 651-351-8401
tdd: 651-351-8338
www.stillwater.k12.mn.us

CBO Name: Stillwater Area Schools Community Education

Roles and Responsibilities: The Stillwater Area Schools Community Education will serve as one of the lead agency for the after-school program as described in the **Healthy MOVES** PEP Grant proposal. In assuming this role, the Stillwater Area Schools Community Education will implement all facets of the PEP activities as seen in this proposal including:

- Coordinating the after-school program at an elementary school site as to increase the levels of physical activity for elementary students;
- Participation of Community Education staff in Teaching and Assessing the Power Standards and various health and wellness initiatives;
- Participate in health and fitness fair coordinated by the school district each year
- Placement of physical activity and fitness equipment;
- Provide transportation to off-site activities throughout the school year
- Continued maintenance and/or replacement of all PEP grant funded equipment after grant funding is over
- Continued fiscal support of after school staff and associated activities after grant funding

Contribution to the to the project and sustainability: In addition to the activities and continued support of after school staff when PEP Grant is over, we will participate as an active member in the school district's WC and participate in at least one parent outreach event on an annual basis.

The agreement is in support of the **Healthy MOVES** PEP grant project and was developed after timely meaningful consultation between the required partners.

(b)(6)

Signature of Stillwater Community Education Authorized Representative

4/15/15
Date

Food Service or Child Nutrition Director Name: Linda Nordgren

Roles and Responsibilities: The Stillwater Area Schools Food Services (SSFS) will serve as a supporting agency for the “Cafeteria is a Classroom” program. This includes helping students to understand key nutrition strategies (“calories in – energy out,” food portion size – “portion distortion”) as described in the **Healthy MOVES** PEP Grant proposal. In assuming this role, SSFS staff will coordinate and implement the following activities:

- Implementing the “Cafeteria is a Classroom” model by using and encouraging the use of proven nutrition education teaching tools as recommended by the Minnesota Department of Health and Human Services – Color Me Healthy, Sybershop, Families Eating Smart and Moving More, etc.; USDA’s Myplate.org; Power-up.org, etc;
- Send staff to in the Minnesota Conference for Child Nutrition Administrators on an annual basis;
- Provide school nutrition staff with nutrition education training;
- Participate in the social media networking tool through the School Nutrition Association.
- Participate in parent outreach programming as recommended by WC groups on an annual basis;
- Seek and participate in possible future grant opportunities related to sustainability after Year 3 of the proposed PEP Grant;

Contribution to the Project and Sustainability: In addition to the activities and continued support of the activities listed above when the PEP Grant is over, we will participate as an active member in the school district’s WC and participate in at least one parent outreach event (i.e., “Portion Distortion”) on an annual basis. This agreement is in support of **Healthy MOVES** PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Food Services Authorized Representative:

Dated: 4-5-13

(b)(6)

LEA School Nurses

Roles and Responsibilities: The Stillwater Area School District (SASD) Nurses will serve as a cooperating partner for the **Healthy MOVES** PEP Grant proposal. In assuming this role, SASD Nurses will assist in the coordination and implementation of the PEP activities as seen in this proposal including:

- Creating a shared responsibility for increasing health and fitness knowledge among the students, teachers, and parents
- Assist WC to refine local wellness policies designed to encourage healthy eating, increasing physical activity and lowering BMI

Contribution to the Project: We will perform all stated activities and responsibilities as stated in the **Healthy MOVES** proposal.

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

Signature of LEA's School Nurse Representative:

Dated: 4/10/13

(b)(6)



UNIVERSITY OF MINNESOTA | EXTENSION
Driven to Discover™

Dear Sir/Madam:

Please accept this letter in support of your requested grant funding from The Carol M. White Physical Education Program (PEP) grant.

The University of Minnesota Extension Simply Good Eating program provides an active representation on the Wellness Committee. We are committed to supporting projects that promote health and wellness for our students. We will continue in this role, and we will use our social media networks to further help promote the school system's Healthy MOVES PEP project as appropriate.

It is a pleasure to work in partnership with you as we strive to improve the health of our students.

Your truly,

(b)(6)



Agency Name: Stillwater Area School District DUNS # 071783930

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

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

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

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

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

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

Coordinated School Health Program

Team Nutrition Training Grant

Recovery Act Communities Putting Prevention to Work – Community Initiative

Others not listed here

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

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

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

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

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

(b)(6)

Signature of Authorized Representative

Director Student Support Services

Title

Stillwater Area School District _____
Applicant Organization

4-10-13 _____
Date Submitted

Appendix L: Key PEP Personnel Vitas

(VITA FOR PROPOSED PEP GRANT EVALUATOR)

ARTIE KAMIYA

(b)(6)

Current Position:	President and Founder Great Activities Publishing Company, Inc. PO Box 51158 Durham, North Carolina 27717 Phone: (800) 927-0682 E-mail: artie@greatactivities.net
Background:	National physical education curriculum development and training center with a client listing of over 600 school district, state and/or national organizations. Publisher of physical education books and periodicals, as well as other instructional resources.

Previous Position:	Senior Administrator for Health and Physical Education Wake County Public Schools (April, 2001 – September, 2005) 3600 Wake Forest Road Raleigh, North Carolina 27611
Other Positions:	- Physical Education Consultant (NCDPT) 1983-1996 - Physical Education Teacher (Wake County Schools) 1978-1983

Professional Preparation:	Masters of Arts in Teaching, Health & PE <i>University of North Carolina, Chapel Hill</i> 1978 Bachelors of Arts, Physical Education/Math <i>California State University at Los Angeles</i> 1972
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Publications:	Written, co-authored, contributed or edited a variety of educational publications (over 19), including: 1.) <u>Games and Great Ideas: A Guide for Elementary School Physical Educators and Classroom Teachers</u> . Contributor. Greenwood Press, 1995. 2.) <u>Academic Activities for the Gifted and Talented Elementary Child</u> , Artie Kamiya and Alan Reiman, Editors. Prentice-Hall, 1987. 3.) <u>Elementary Teacher's Handbook of Indoor and Outdoor Games</u> , Artie Kamiya. Prentice-Hall, 1985.
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Honors:	<ul style="list-style-type: none">• 2007 "Joy of Effort" Award, National Association for Sport and Physical Education• 2004 National Physical Education Administrator of the Year, Council for School Leadership in Physical Education• "Joseph G. Astman Distinguished Conference Scholar Award," Hofstra University's Cultural Center Conferences and Symposia Program• Honor Award - Lifetime Achievement Award from the North Carolina Alliance for Athletics, Health, Physical Education, Recreation and Dance
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Grant Evaluations:	Successfully conducted over 24 Carol M. White PEP Grant evaluations, including - <ul style="list-style-type: none">• Northridge Medical Center, California• Washington DC Public Schools• Union County Public Schools, North Carolina• Rowan-Salisbury Public Schools, North Carolina• South Orange-Maplewood Public Schools, New Jersey• Scotia-Glenville, New York• San Antonio ISD, Texas• Newcastle Schools, Oklahoma
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Appendix L: Key PEP Personnel Vitas and Letters of Support

(Adapted PE Consultant)

Jim Rich

(b)(6)

EDUCATION

- East Carolina University, Masters of Arts in Education/Physical Education, 1984
- University of Minnesota at Wilmington, Bachelor of Arts/Physical Education, 1973

TEACHING RELATED PROFESSIONAL EXPERIENCES

- (1) Physical Education Consultant (Present)
 - Wake County Public Schools, Raleigh, NC
 - Walker County Schools, Jasper, Alabama (PEP Grant)
 - Millcreek Public Schools, Erie, PA (PEP Grant)
 - Glendale Public Schools, Flinton, PA (PEP Grant)
- (2) Instructor, UNC-CH, School of Education (2006)
- (3) Master Teacher, Studies to Treat or Prevent Pediatric Type 2 Diabetes (2004-2005)
- (4) School of Nursing, The University of Minnesota at Chapel Hill
- (5) Teacher, Adapted Physical Education, Gateway Education Center (1999-2004)
- (6) Adapted Physical Education Consultant, Exceptional Children Division (1984-1999)
Minnesota State Department of Public Instruction
- (7) Adapted Physical Education Specialist, New Hanover County Schools (1974-1984)

PHYSICAL EDUCATION WORKSHOPS/PRESENTATIONS

Conducted over 800 workshops/presentations on different topics in Physical Education, Adapted Physical Education and Special Education Issues for teachers, administrators, parents, and university students.

PROFESSIONAL RECOGNITION

- MEMORIAL AWARD: Spring Physical Education Leadership Training (SPELT). 2005
- OUTSTANDING ALUMNI AWARD: The School of Health and Human Performance, East Carolina University, 2001.
- NCAAHPERD HONOR AWARD: In Recognition of Distinguished Service. Presented by the Minnesota Alliance of Athletics, Health, Physical Education, Recreation & Dance, 1996.
- CAMP CAESAR HALL OF FAME: WV Association for Elementary Physical Education. 1994.
- SPECIAL RECOGNITION AWARD: Presented by the Adapted Physical Activity Council of the American Alliance for Health Physical Education Recreation and Dance. 1990.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Stillwater Budget Sheets

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

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

	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
Personnel	\$181,750	\$181,750	\$181,750	\$0	\$0	\$545,250
Fringe Benefits	\$55,040	\$55,040	\$55,040	\$0	\$0	\$165,120
Travel	\$63,000	\$61,000	\$61,000	\$0	\$0	\$185,000
Equipment	\$283,938	\$302,352	\$217,851	\$0	\$0	\$804,141
Supplies	\$67,973	\$51,500	\$27,300	\$0	\$0	\$146,773
Contractual	\$71,780	\$71,780	\$71,780	\$0	\$0	\$215,340
Construction	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
Total Direct Costs (lines 1-8)	\$723,480	\$723,422	\$614,721	\$0	\$0	\$2,061,623
Indirect Costs	\$20,878	\$20,001	\$18,851	\$0	\$0	\$59,730
Training Stipends	\$0	\$0	\$0	\$0	\$0	\$0
Total Costs	\$744,359	\$743,423	\$633,572	\$0	\$0	\$2,121,354

NON-FEDERAL FUNDS (matching in-kind contributions)

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	\$278,280	\$286,110	\$293,940	\$0	\$0	\$858,330
2. Fringe Benefits	\$89,050	\$91,555	\$94,061	\$0	\$0	\$274,666
3. Travel	\$0	\$0	\$0	\$0	\$0	\$0

4. Equipment	\$0	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$0	\$0	\$0	\$0	\$0	\$0
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$367,330	\$377,665	\$388,001	\$0	\$0	\$1,132,996
10. Indirect Costs	\$0	\$0	\$0	\$0	\$0	\$0
11. Training Stipends	\$0	\$0	\$0	\$0	\$0	\$0
12. Total Costs (lines 9-11)	\$367,330	\$377,665	\$388,001	\$0	\$0	\$1,132,996

Budget Detail

All Personnel and fringe benefit costs are based on the current rates. Travel costs including workshop expenses are based upon the local hotel charges and the District's rates for reimbursing mileage and per diem. Equipment and materials/supplies costs are in accordance with state contract figures or vendor-supplied cost estimates, and contractual rates are in accordance with regional market values.

	Year 1	Year 2	Year 3	Year 1 In-Kind	Year 2 In-Kind	Year 3 In-Kind
PERSONNEL						
(b)(4)				(b)(4)		

Grant Program Manager (1FTE, 12MOE, based on Lead Teacher salary schedule, 0-10 years experience, graduate degree).	\$82,000.00	\$82,000.00	\$82,000.00
Administrative Assistant (1FTE, 12MOE, based on local salary requirements).	\$36,000.00	\$36,000.00	\$36,000.00
Data Collection Coordinator (1 FTE, 12MOE, based on local salary requirements).	\$40,000.00	\$40,000.00	\$40,000.00
Four Lead PE Teachers (to be paid a stipend of \$3,500) for each year of the grant.	\$14,000.00	\$14,000.00	\$14,000.00
Certified teacher substitutes, permitting teachers to attend professional staff development programs on project activities in the grant and proper use of physical education equipment, materials and supplies (estimated for 75 substitutes per year at \$130 per substitute)	\$9,750.00	\$9,750.00	\$9,750.00

Personnel Subtotal	\$181,750.00	\$181,750.00	\$181,750.00
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FRINGE BENEFITS

(b)(4)			
	\$55,040.00	\$55,040.00	\$55,040.00

Fringe Benefits Subtotal	\$55,040.00	\$55,040.00	\$55,040.00
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TRAVEL

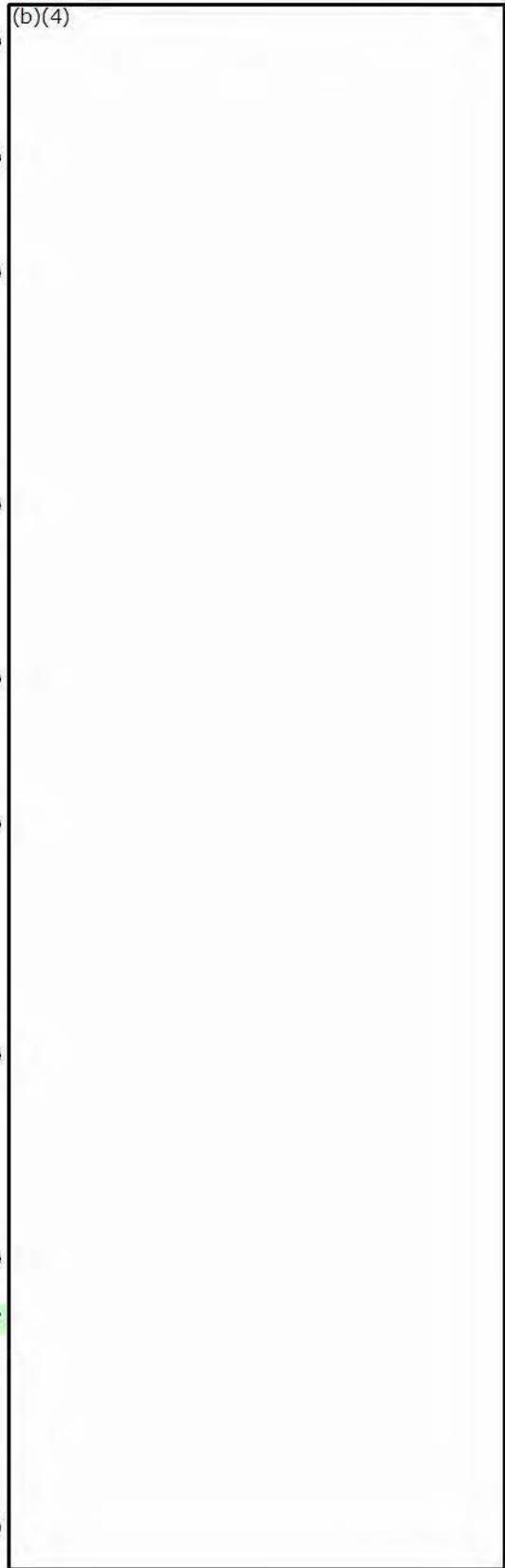
Travel for one person to attend the two-day project directors' meeting, estimated at \$2,000 per person to include travel, hotel, and per diem)	\$2,000.00		
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(b)(4)

Travel for two persons to attend the three-day OSDFS National conference (estimated at \$2500 per person to include travel, hotel, and per diem)	\$5,000.00	\$5,000.00	\$5,000.00
Travel for Program Manager and 11 PE teachers (12 staff total) to a national professional conference to present findings and results of grant project (estimated at \$2,500 to include registration, mid-week airfare, ground transportation, lodging and meals).	\$30,000.00	\$30,000.00	\$30,000.00
Travel for teachers to attend staff development opportunities related to the grant (I.e., State AHPERD). 25 staff at \$800 to include registration, ground transportation, lodging and meals.	\$20,000.00	\$20,000.00	\$20,000.00
Travel for project evaluators, consultants/presenters, curriculum developers, program manager, program director. 8 trips @\$750/trip	\$6,000.00	\$6,000.00	\$6,000.00
Travel Subtotal	\$63,000.00	\$61,000.00	\$61,000.00
EQUIPMENT (> \$5,000 per unit cost)			
School PE Equipment Packages (9 elementary, 2 middle and 2 high school unit for at \$8,676/elem; \$12,560/middle, \$16,789/high). Plus 10% S&H; to be purchased over 3 years	\$60,915.13	\$60,915.13	\$28,631.23
6 Precor TRM885/P80 Treadmill/120V @\$7,895 Plus 10% S&H; to be purchased over 3 years	\$8,684.50	\$26,053.50	\$17,369.00
6 Precor AMT885/P80 Open Stride120V @\$7,995 Plus 10% S&H; to be purchased over 3 years	\$8,794.50	\$26,383.50	\$17,589.00

(b)(4)

6 Precor RBK885/P80 Recumbent Bike120V @\$4,820 Plus10% S&H; to be purchased over 3 years	\$5,302.00	\$15,906.00	\$10,604.00
6 Espresso HD Upright Bike @\$7,395 Plus10% S&H; to be purchased over 3 years	\$5,907.00	\$17,721.00	\$11,814.00
6 Precor EFX885/P80 DA XTrainer120V @\$7,395 Plus10% S&H; to be purchased over 3 years	\$8,134.50	\$24,403.50	\$16,269.00
Hopsports Cardio-Sports System (4 @ \$18,000) 10% S&H	\$79,200.00		
Peaceful Playgrounds Afterschool Program Package @\$5999 per school site. 9 schools over 3 years, 10% S/H	\$19,796.70	\$19,796.70	\$19,796.70
Edible School Gardens and Nutrition Education Program Package @\$2500 per school site. 9 schools over 3 years, 10% S/H	\$8,250.00	\$8,250.00	\$8,250.00
Peaceful Playgrounds Inschool Program Package @\$5999 per school site. 9 schools over 3 years, 10% S/H	\$19,796.70	\$19,796.70	\$19,796.70
Socci Sports School Multi-Skill Sports Kits (\$2,599 per K-5; \$2999 per 6-12) 6 K-5 and 6 MS kits (\$2999) and 6 HS (\$3299) to be purchased over 3 years, Plus 10% S/H	\$19,573.40	\$19,353.40	\$19,353.40
Foundational Fitness Kits - 9 elem, 2 middle, 2 high school kits to be purchased over 3 year - (Elementary Kit \$10,995; Middle \$11,995, HS \$12,995; plus 10% S/H.	\$39,583.50	\$63,772.50	\$48,378.00
Equipment Subtotal	\$283,937.93	\$302,351.93	\$217,851.03
SUPPLIES (see budget narrative for additional information)			
Wireless Pedometers to collect GPRA data (\$50/unit for each year 1-	\$16,500.00	\$16,500.00	\$16,500.00



3) 300 units each year.

Teaching & Assessing PE
Power Standards
Instructional Packages for
teachers; 25@ \$599, plus
10% S/H

\$16,472.50

Telephone, Misc Office
25 Notebook Computers
@ \$2,000 for PE
Department staff, plus
10% S/H; to be purchased
over 3 years

\$3,600.00

\$3,600.00

\$3,600.00

Misc printing, postage,
posters, brochures, etc.

\$5,000.00

\$5,000.00

\$5,000.00

Supplies Subtotal

\$67,972.50

\$51,500.00

\$27,300.00

CONTRACTUAL (see
budget narrative for
additional information)
Contracted services for
project evaluation,
estimated at 5% of total
budget (approximately
360 hours contracted
services at \$215/hr,
distributed over three
years of grant project)
VPE Administrator
Student Assessment Portal
for student assessment and
monitoring
Contracted services for
curriculum consultants for
technical training on
nutrition and physical
activity (4 @ \$3,995) each
year
Student Health Force
Nutrition Education
Curriculum Resources

\$25,800.00

\$25,800.00

\$25,800.00

\$15,000.00

\$15,000.00

\$15,000.00

\$15,980.00

\$15,980.00

\$15,980.00

\$15,000.00

\$15,000.00

\$15,000.00

Contractual Subtotal

\$71,780.00

\$71,780.00

\$71,780.00

OTHER

Other Subtotal

\$0.00

\$0.00

\$0.00

**Direct Costs (Includes
all Subtotals)**

\$723,480.43

\$723,421.93

\$614,721.03

(b)(4)

Indirect Costs (Calculated at 5% on all direct costs except equipment)	\$20,878.27	\$20,000.83	\$18,851.33
Total (Direct and Indirect costs)	\$744,358.70	\$743,422.75	\$633,572.35

(b)(4)

Year 1 In-Kind: (b)(4)
Year 2 In-Kind:
Year 3 In-Kind:

Budget Narrative

Salaries: Personnel salaries are funded in our grant project for Years 1-3. To implement the grant, adequate levels of paid staff will be employed. These include:

- A full-time (1.0 FTE) Program Manager will be hired.
- A full-time (1.0 FTE) Administrative Assistant will be hired.
- A full-time (1.0 FTE) Data Collection Coordinator will be hired.
- Associated Lead Teacher Stipends

Costs for substitutes are fixed at the established rate per day, which cover expenses when non-certified staff function in substitute roles. In kind contributions are calculated for the Supervising Administrator at 30% of salary in accordance with expectations for the amount of time during the workday that he will be devoting to the project. Building administrators were projected at 10% of their salaries.

Fringe Benefits: Fringe benefits are calculated at 32% of salary and includes costs for FICA, retirement, workman's compensation, hospitalization, dental, longevity, and state administration bonus.

Travel: Local travel is calculated at the state approved rate of \$0.55/mile

Equipment (Items \$2500 or above):

(A) HYPE equipment packs (to be used with the Teaching & Assessing PE Power Standards Instructional Guides) will be purchased (\$.8,676/elementary; \$12,560/middle school, \$16,789/high school. Each pack contains an assortment of recommended and age-appropriate physical education equipment. Items for motor skills, a variety of sport skills, fitness, rhythms and dance, and other HYPE specific supplies are included in each equipment pack. These packs will provide additional PE supplies so that a skill-based program can be implemented.

(B) Precor cardiovascular fitness items with interactive LCD screens that track and monitor individual student fitness levels over time (880 Line) will be purchased. These include:

TRM885/P80 Treadmill/120V @\$7,895 Plus10% S&H; Precor AMT885/P80 Open Stride120V @\$7,995 Plus10% S&H; Precor RBK885/P80 Recumbent Bike120V @\$4,820 Plus10% S&H; Espresso HD Upright Bike @\$7,395 Plus10% S&H; Precor EFX885/P80 DA XTrainer120V @\$7,395 Plus10% S&H;

(C) Hopsports Cardio-Sports System at \$18,000 will be purchased. This innovative TiVo projection system will allow up to 50 students at a time to develop cardiovascular fitness in a sport-skill aerobics activity, plus 10% S/H.

(D) Peaceful Playgrounds Afterschool Program Package @\$5999 per school site. Fundamental Movement Equipment Package, PE Roll Out Stencil Set, School Set Fundamental Movement Task Cards, and School Set Physical Activity Aerobic Fitness Card Set, and 8 Teacher Guides.

(E) Peaceful Playgrounds Recess Kits @\$5999 per school, plus 10% S/H. Fundamental Program Kit, Fundamental Movement Equipment Package, PE Roll Out Stencil Set, School Set Fundamental Movement Task Cards, and School Set Physical Activity Aerobic Fitness Card Set, and 8 Teacher Guides.

(F) Edible School Garden Kit and Nutrition Education Curriculum @\$2,500. Includes modules Garden Classroom, Kitchen Classroom, School Cafeteria, Academic Classroom, Lessons, Recipes, raised bed gardens materials and supplies, webinar series.

(G) Soccie Sports School Kits; \$2599 per elem; \$2999 per middle; \$3299 per high, plus 10% S/H.

(H) Foundational Fitness Kits; Elementary \$10,995; middle \$11,995; high school \$12,995, plus 10% S/H.

Material/Supplies (Below \$2,500)

(A) Wireless pedometers (Actiped), \$50/unit with reoccurring annual fee of \$25 in Years 2/3.

(B) Teaching & Assessing PE Power Standards Instructional Packages for teachers@\$599, plus 10% S/H.

(C) Aerobic Dance PA System@\$2195, plus 10% S/H.

(D) Notebook computers and printers will be used to track and monitor student success on meeting the GPRA and State PE Standards. Please note that these items are critical to the overall implementation of the proposed grant based on conversations with other PEP Grantees.

NOTE: Material and supplies are estimated at vendor-supplied costs. Otherwise, all purchases are made in accordance with established school district Accounting and Budgeting and state contract policies and procedures. Purchases of 'equipment' pieces, all with unit costs less than

\$2,500, are included in this category and purchased in accordance with state contract procedures as appropriate.

Contracts/Consultants: Costs for contractual services are estimated at local market rates. Expenses for consultants are as stated by the consultants and agencies and consistent with the school district's standards.

(A) Expenses for the evaluation are estimated to approximate 5% of the total budget, consistent with expectations for a thorough evaluation of the project.

(B) Services to develop social marketing videos to promote physical activity and sound eating habits.

(C) Virtual PE Administrator student assessment platform for monitoring achievement of state PE standards.

(D) Services for teacher staff development providers.

(G) Student Health Force nutrition and wellness resources as required by grant nutrition education priorities.

Indirect Costs: Indirect costs are calculated at the district's restricted cost rate 4.75% on all budget expenses except equipment. See the memorandum included with the assurances identifying the 4.75% restricted rate.

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

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

Name of Institution/Organization

Stillwater Area Public Schools ISD #834

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	181,750.00	181,750.00	181,750.00			545,250.00
2. Fringe Benefits	55,040.00	55,040.00	55,040.00			165,120.00
3. Travel	63,000.00	61,000.00	61,000.00			185,000.00
4. Equipment	283,938.00	302,352.00	217,851.00			804,141.00
5. Supplies	67,973.00	51,500.00	27,300.00			146,773.00
6. Contractual	71,780.00	71,780.00	71,780.00			215,340.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	723,481.00	723,422.00	614,721.00			2,061,624.00
10. Indirect Costs*	20,878.00	20,001.00	18,851.00			59,730.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	744,359.00	743,423.00	633,572.00			2,121,354.00

***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 Stillwater Area Public Schools ISD #834	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

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix: Mrs.	First Name: Debra	Middle Name:	Last Name: Van Rlei	Suffix:
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Address:

Street1:	1875 S. Greely St
Street2:	
City:	Stillwater
County:	
State:	MN: Minnesota
Zip Code:	55082
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
651-351-8166	

Email Address:
vankleid@stillwater.k12.mn.us

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

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