

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 # S215F130194

Grants.gov Tracking#: GRANT11379025

OMB No. , Expiration Date:

Closing Date: Apr 12, 2013

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/12/2013"/>	4. Applicant Identifier: <input type="text" value="n/a"/>
--	--

5a. Federal Entity Identifier: <input type="text" value="01-6006147"/>	5b. Federal Award Identifier: <input type="text" value="n/a"/>
---	---

State Use Only:

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

B. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="016006147"/>	* c. Organizational DUNS: <input type="text" value="0305229160000"/>
---	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text" value="MSAD 15"/>	Division Name: <input type="text"/>
--	--

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

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

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.):

MSAD15 SF-424 Sec 14.pdf

Add Attachment

Delete Attachment

View Attachment

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

PEP Up Patriot Health

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	<input type="text" value="981,364.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Maine School Administrative District #15
DUNS – 030522916
PEP Up Patriot Health Project

Form SF-424

Section 14 – Areas Affected by the Project

Maine School Administrative District #15 is the Lead Education Agency for the Towns of Gray and New Gloucester, both located in the Cumberland County, in the State of Maine. The PEP Up Patriot Health Project's target audience are students in grades K-12 attending MSAD #15 schools which include residence of both the Town of Gray and the Town of New Gloucester.

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 Chanda Turner	* TITLE Superintendent
* APPLICANT ORGANIZATION Maine School Administrative District 15	* DATE SUBMITTED 04/12/2013

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

Prime SubAwardee

* Name:

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

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S215F130194

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.

MSAD 15 ED GEPA427.pdf

Add Attachment

Delete Attachment

View Attachment

Section 427 GEPA

Maine School Administrative District #15 (MSAD 15) will ensure that all who participate in the PEP Up Patriot Health Project are selected without regard to race, color, religion, national origin, marital status, gender, age, sexual orientation or handicapping condition by adhering to the policies written in MSAD 15's Nondiscrimination/Equal Opportunity and Affirmative Action Policy, revised in 2011. MSAD 15's administration and personnel are responsible for implementing the policy. The policy includes prohibition discriminatory practices against any employee or applicant for employment on the basis of the employee's or applicant's race, color, religion, national origin, marital status, sex, age, sexual orientation, or handicapping condition. These policies apply to all aspects of the employment process. The Grant Director is obligated to comply with, enforce, and promote the policy of equal employment opportunity. Copies of the plan are available on the MSAD 15 website (www.msad15.org).

The project will comply with the provisions under Section 427 of the Department of Education's General Education Provision Act (GEPA). The following are some examples of ways the project will comply with this provision: locations that are handicap-accessible; revised physical education curriculum that is adapted for students with disabilities; provision for translating project-related communication into native languages and, when necessary, into audiotape or Braille; student evaluation techniques that measure tolerance; curriculum that fosters acceptance and respect; and professional development programs for school personnel that will focus on ways to help make the total school environment and our community through teacher/student outreach work more inclusive and welcoming for all.

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

Maine School Administrative District 15

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

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:

Abstract

Maine School Administrative District #15 (MSAD 15) educates 2,064 students in grades K-12 from the Towns of Gray and New Gloucester in Maine. MSAD 15 has one high school, one middle school, and one elementary school in the Town of Gray and two elementary schools in the Town of New Gloucester. MSAD 15's Wellness Team recently completed the Center's for Disease Control and Prevention's School Health Index. Based on those results, and with broad community and partner input, MSAD 15 developed the PEP Up Patriot Health Project:

Goal A: By September 30, 2016, increase to at least 75% the proportion of students that meet recommended minutes of daily physical activity.

Objective 1 – Increase to at least 85% the proportion of students meeting or exceeding Maine State Physical Education Standards.

Objective 2 – Implement at least five different policy and systems changes that create additional opportunities for student physical activity.

Goal B: By September 30, 2016, increase to at least 75% the proportion of students that consume recommended amount of fruits and vegetables.

Objective 1 – Increase to at least 85% the proportion of students meeting or exceeding Maine State Standards for nutrition.

Objective 2 – Implement at least two policy or systems changes that support healthy food choices as part of the learning environment.

Goal C: By September 30, 2016, implement a valid and reliable nutrition and physical activity evaluation system.

Objective 1 – Implement process monitoring system for PEP Up Patriot Health Project plan implementation.

Objective 2 – Develop and implement local data collection and analysis systems for monitoring student health behaviors.

Objective 3 – Participate in federal and state data collection projects.

Activities to meet the above goals and objectives include sustainable, evidence-based approaches focusing on policy and curriculum revision, infrastructure improvements, systems change, and improving professional practice. Activities will target four sectors:

- **Vigorous Classrooms** – added instruction minutes for PE and Nutrition, curriculum and assessment improvements, integration of lifelong outdoor activities, and professional development
- **Energetic Schools** – policy and procedure changes, lifelong outdoor activities co-curricular opportunities, more access to school facilities outside school day, and classroom-cafeteria connections
- **Vital Families** – See, Share, Learn, Do: opportunities to SEE students demonstrate healthy behaviors, students SHARE learning with families, families LEARN in the community, and families have opportunities and low barriers to DO along with students
- **Robust Community** – connect classroom with community opportunities, coordinate healthy opportunities across the community, resource sharing, and decreasing barriers for student to access community opportunities

Through the help and partnership of both communities, parents, schools, and community based organizations; PEP Up Patriot Health will improve healthy behaviors for all students by making the healthy choice the easiest choice in our communities.

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](#)

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<u>Quality of the Management Plan</u> – (a) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.	22-24
<u>Quality of Project Evaluation</u> – (a) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.	24-26

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

Maine School Administrative District 15 (MSAD 15) is a lead education agency in Maine serving the communities of two towns – the Town of Gray and the Town of New Gloucester.

Located in a rural part of Southern Maine, MSAD 15 educates 2,064 students. MSAD 15 consists of five schools – two elementary schools serving students in grade K-2, one elementary school for students in grades 3 and 4, a middle school for students in grades 5-8, and a high school for students in grades 9-12. 35% of students enrolled in MSAD 15 are eligible for the federal free and reduced lunch program. 14.5% of students are identified special education.

The need for comprehensive nutrition and physical education/physical activity interventions is evident when examining health behaviors of MSAD 15 students. In 2011, students in grades 5-12 participated in Maine's implementation of the Youth Risk Behavior Survey – the Maine Integrated Youth Health Survey. This survey showed that 55% of students in all grades do not meet recommended daily amounts of physical activity and 10% of all students reported not consuming even one fruit or vegetable in the last day. 76% of elementary students, 84% of middle school students, and 88% of high school students reported consuming sugar sweetened beverages.

Wellness has been a priority for MSAD 15, though the district has struggled to gain momentum for substantive change. To better understand the health and wellness challenges facing the district, the MSAD 15 Wellness Team utilized the U.S. Centers for Disease Control and Prevention's (CDC) School Health Index (SHI). MSAD 15's Wellness Team is lead by the district's Superintendent and membership includes staff, teachers, administrators, food services director, school board members, and parents. Using this tool, MSAD 15 was able to identify

areas of strength and need across four components of the Coordinated School Health Programs, and to develop action plans to address the gaps (Attachment A). Needs and gaps selected for project development during the SHI process include:

Table A - SHI 2013 Identified Needs and Gaps	
<ul style="list-style-type: none"> • There is no sequential alignment of K-12 physical education curriculum and assessment. • There are no professional development opportunities to improve physical educator professional practice. • There are transportation and other barriers for students to be active outside of the school day. • There are limited organized opportunities for students to be active outside of the school day. • Participation in co-curricular activities has steadily declined over time. • School policies for promoting physical activity fall short of best practice. • Almost half of MSAD 15 students do not meet recommended minutes of daily physical activity. • Weekly minutes of physical education K-12 do not meet national recommendations. 	<ul style="list-style-type: none"> • There is no sequential alignment of K-12 nutrition education curriculum and assessment. • There are no professional development opportunities to improve education professional practice in nutrition. • Few students consume recommended daily amounts of fruits and vegetables. • School policies for promoting nutrition fall short of best practice. • There are no connections between classroom nutrition education and the cafeteria.

In order to address the above needs and gaps, the Wellness Team developed the PEP Up Patriot Health Project plan identifying three goals:

Table B – PEP Up Patriot Health Project goals
<ul style="list-style-type: none"> A. Increase to at least 75% the proportion of students that meet recommended minutes of daily physical activity. B. Increase to at least 75% the proportion of students that consume recommended amount of fruits and vegetables. C. Implement a valid and reliable nutrition and physical activity behavior evaluation system.

The Wellness Team identified four sectors in which to work to attain these goals:

Vigorous Classrooms, Energetic Schools, Robust Community, and Vital Families. Vigorous Classrooms were selected to address gaps in nutrition and physical education (PE). These gaps include limited instructional minutes, lack of sequential nutrition and PE curriculum and assessment, few lifelong non-competitive activity elements in the curriculum, and no professional development opportunities.

Gaps for Energetic Schools were identified and include policy, procedures, and infrastructure. MSAD 15 adopted and implemented a Wellness Policy (See Attachment B) in 2006. It includes goals for school foods nutrition, nutrition education, physical activity, and staff wellness. The policy does set minimum requirements for school foods and nutrition education. The policy does not address using food as a reward, set nutrition standards for school celebrations, set daily requirements for physical activity during the school day; nor does it prohibit the denial of recess as punishment. Additionally, the district's competitive foods, fundraising, and commercialism in schools policies includes widespread exemptions from nutrition standards that allow foods of minimal nutritional value to have a prominent place in the learning environment. Other school procedures and systems were identified that make it difficult for students to make healthy choices, such as no way to access activity during instructional down time, no life-long healthy living co-curricular opportunities, and connections between health and PE classrooms and the rest of the schools.

MSAD 15 experiences some barriers to a Robust Community including being the second largest district geographically in Cumberland County. The community's rural nature presents many challenges for students to access healthy living opportunities. There is untapped potential in the area such as trail systems, lakes, and other outdoor adventure opportunities. There are limited organized opportunities for students, and there are numerous barriers to these few

opportunities. The district does have some co-curricular offerings and there is a local YMCA that offers programming – but transportation and membership fee barriers are insurmountable for many students. Other gaps identified is a lack of coordination between the few community organizations, schools, and town recreation departments, connection to classroom learning and curricula, and sharing of resources between organizations.

Supporting Vital Families has been neglected in MSAD 15 to this point. There are current few, in any, opportunities and events for families to practice healthy behaviors together. There is also little or no engagement of families in the nutrition and PE curriculum in schools.

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

The communities of Gray and New Gloucester are experiencing a period of renaissance. Traditionally, the district was a poor, rural, agriculture and trade-based community. Over the years, median age rose significantly, incomes decreased, and both towns fell into disrepair. In 2007, the Gray Town Council voted to categorize their town village as a “slum”. In the five years since that time, there has been an influx of young professionals to both communities shifting the median age to 35 and increasing median income. MSAD 15 has been revitalized as a safe and rural community within easy commuting distance of two nearby major commerce hubs. As the populations of the two communities changes, so did interest and priority for health and wellness. The community has been desperate for significant changes to support healthy living, but struggles to attain these changes. The PEP Up Patriot Health Project has potential for significant systems changes and improvements because the community has been searching for the catalyst to unite efforts for change.

The PEP Up Patriot Health Project was designed specifically to target systems change and improvements in multiple sectors of the community. The project plan targets policy,

procedure, systems, curricular and infrastructure changes that will have substantial and long-term impacts. The project includes targeted changes within each of the four sectors: Vigorous Classrooms, Energetic Schools, Robust Community, and Vital Families. We believe that this multi-faceted, multi-sector approach based on best practice will result in broad-based system changes and improvements that will improve the health behaviors of students. Interventions for Vigorous Classrooms will include updating and aligning nutrition and physical education curriculum and assessment, improving teacher professional practice, implementing curricular elements that reflect activity opportunities available in the community, and increasing minutes of health and physical education. Energetic Schools initiatives include policies to increase access to healthy foods and decrease access to less healthy foods, policies to increase daily minutes of physical activity, and changes in procedures and protocols to increase access to physical activity opportunities. For a Robust Community, the project will implement collaborative practice across community organizations, decrease barriers to community healthy living opportunities, and align classroom learning and curriculum with community opportunities. Finally, the project will target families to participate in their students education through a SEE, SHARE, LEARN, and DO system by which families will be empowered to engage in a healthy lifestyle at home and in the community.

Quality of the Project Design

The PEP Up Patriot Health Project Plan was specifically designed, using the SHI, to select goals and objectives that would have the biggest breadth and depth of impact. As a result, programming focuses primarily on policy and environmental changes. These goals, objectives, activities, and milestones will create substantial, long-term, and sustainable impacts, lasting through and beyond the period of federal funding. The project plan has three primary goals that

will be attained through activities implement in four different sectors of the community. Figure 1 demonstrates the goals, activities, and multi-sector approach to the PEP Up Patriot Health Project.

Figure 1 – PEP Up Patriot Health Project Graphic

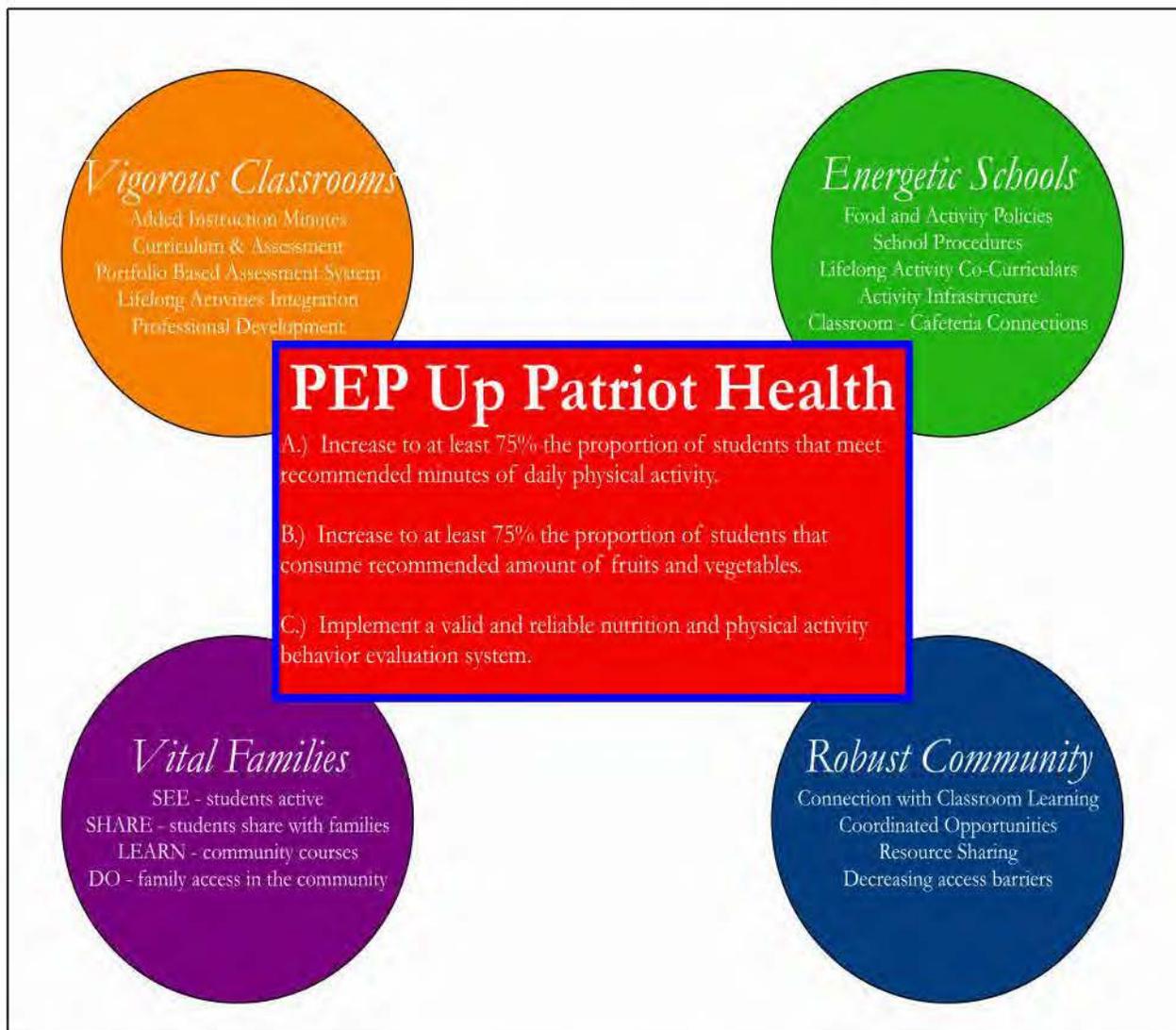


Table C details the implementation plan for the PEP Up Patriot Health Project, including objectives, activities, milestones, timelines, and staff responsible for each milestone. Each Activity is color coded to represent the sector in which the activity takes place, correlating to Figure 1 colors.

Table C - PEP Up Patriot Health Project Plan

Needs/Gaps	Goal	Objectives	Activities	Milestones	Person Responsible	Deadline
<p>55% of MSAD 15 High School Students do not meet recommended minutes of daily physical activity (MIYHS, 2011).</p> <p>There is no sequential alignment of the K-12 PE curriculum (SHI, 2013).</p> <p>There are no professional development opportunities to improve physical educator practice, (SHI, 2013).</p> <p>There are barriers to limited opportunities for students to be active</p>	<p>A.) By September 20, 2016, increase to at least 75% the proportion of students that meet recommended minutes of daily physical activity.</p>	<p>1.) Increase to at least 85% the proportion of students meeting or exceeding Maine State Physical Education Standards.</p>	<p>a.) Implement additional minutes of physical education for all K-4 students</p>	Hire program lead PE teacher.	Superintendent	10/31/2013
				Develop new PE schedule with added minutes and PE responsibilities.	Lead PE Teacher	6/30/2014
				Hire additional PE staff.	Superintendent	8/31/2014
				Implement added PE minutes.	Superintendent	6/30/2015
			<p>b.) Implement a comprehensive, age-appropriate, sequential, and inclusive PE curriculum and assessment frame work.</p>	Form district PE curriculum team.	Lead PE Teacher	11/30/2013
				Complete PECAT evaluation of essential outcomes.	Lead PE Teacher	12/31/2013
				Review proficiency based cohort work and current learning targets and assessments.	Lead PE Teacher	12/31/2013
				Revise curricular learning targets by grade.	Lead PE Teacher	2/28/2014
				Review assessment framework.	Lead PE Teacher	4/30/2014
				Revise assessment framework including development and implementation of a portfolio based assessment system.	Lead PE Teacher	6/30/2014
				Implement curriculum and assessment frameworks.	Lead PE Teacher	12/31/2014
				Reassess curriculum /assessment using PECAT.	Lead PE Teacher	6/30/2015
				Revise curriculum/assessments as necessary.	Lead PE Teacher	6/30/2016
			<p>c.) Increase physical educator skills and knowledge through increased professional training and collaborative practice.</p>	Implement regular PE Professional Learning Group to meet regularly during early release days.	Lead PE Teacher	12/31/2013
				Offer opportunities to attend MAHPERD annually.	Grant Director	11/2013 11/2014 11/2015
				Conduct NASPE's Physical Best Training.	Grant Director	8/31/2014
				Offer opportunities to attend AAHPERD annually.	Grant Director	5/2014 5/2015 5/2016

Table C - PEP Up Patriot Health Project Plan

Needs/Gaps	Goal	Objectives	Activities	Milestones	Person Responsible	Deadline		
<p>school, (SHI, 2013).</p> <p>School policies and systems for promoting physical activity fall short of recommended best practice, (SHI, 2013).</p> <p>Schools do not offer recommended weekly minutes of physical education - 150 elementary, 225 secondary (SHI, 2013)</p>			<p>d.) Implement PE curriculum focus on the development of life-long activities skills easily accessed in the community.</p>	Two PE teachers per year take credit course for APE certifications.	Grant Director	8/31/2014 8/31/2015 8/31/2016		
				Certify two physical educators as trainers of NASPE’s Physical Best Program.	Grant Director	8/31/2016		
				Purchase innovative instructional equipment to support student achievement in Maine State PE Standard H. (Detailed in Attachment C)	Grant Director	6/30/2014		
				Train all physical educators on utilizing, care, and maintenance of outdoor adventure lifetime activity equipment. (Detailed in Attachment C)	Grant Director	6/30/2014		
				Purchase innovative instructional equipment to support student achievement in Maine State PE Standard G. (Detailed in Attachment C)	Grant Director	6/30/2014		
				Purchase innovative instructional equipment to support student achievement in Maine State PE Standard I. (Detailed in Attachment C)	Grant Director	6/30/2014		
				Training and consultation with community experts on classroom implementation and equipment care and maintenance. (Detailed in Attachment C)	Grant Director	8/31/2014 8/31/2015 8/31/2016		
				2.) Implement at least five different policy and systems changes that create additional opportunities for student physical	a.) Implement policy and systems changes to allow student access to fitness equipment during student sedentary time (i.e. – study hall, lunch, before/after school, etc.).	Review current policies and procedures for accessing equipment during sedentary time.	Grant Director	12/31/2014
						Draft and implement procedures to make fitness equipment available during study halls and lunch.	Grant Director	6/30/2015
						Draft and implement procedures to make fitness equipment available before and after schools.	Grant Director	12/31/2015
						Review utilization of facilities and revise policies and procedures as necessary.	Grant Director	6/30/2016

Table C - PEP Up Patriot Health Project Plan

Needs/Gaps	Goal	Objectives	Activities	Milestones	Person Responsible	Deadline
		activity.	b.) Implement school wellness-related policies that reflect best practice in promoting physical activity (such as not denying recess as punishment and minimum daily minutes of physical activity)	Review current and sample policies and best practices and resources for physical activity policy.	Grant Director	6/30/2014
				Draft revised wellness policies.	Grant Director	11/30/2014
				Submit revised policies to school board for action.	Superintendent	12/31/2014
				Provide resources and training to schools and the community for policy implementation.	Grant Director	6/30/2015
				Implement revised policies.	Grant Director	9/30/2015
				Review policy implementation, revise as necessary.	Grant Director	9/30/2016
		c.) Complete Safe Routes to School Travel Planning for all K-8 schools.		Align Project timeline with Bike/Pedestrian Committee work	Grant Director	12/31/2013
				Finalize School Travel Plans completed at initial school.	Grant Director	6/30/2014
				Implement School Travel Planning at remaining 3 schools.	Grant Director	6/30/2016
				Use School Travel Plans to inform action planning beyond the Project Period.	Grant Director	9/30/2016
		d.) Implement a collaborative network of community providers to increase opportunities available in the community and decrease barriers for participation.		Identify key stakeholders for community healthy living.	Grant Director	10/31/2013
				Convene Healthy Communities Collaborative	Grant Director	12/31/2013
				Identify program duplicities and gaps.	Grant Director	1/31/2014
				Review enrollment/registration policies and procedures to examine opportunities to centralize.	Grant Director	2/28/2014
				Draft Community Healthy Living Program Guide, a multi-organization publication to promote community healthy living opportunities.	Grant Director	4/30/2014
				Revise enrollment/registration policies and procedures to streamline access and reduce barriers.	Grant Director	8/31/2014
				Publish Community Healthy Living	Grant Director	6/30/2014

Table C - PEP Up Patriot Health Project Plan

Needs/Gaps	Goal	Objectives	Activities	Milestones	Person Responsible	Deadline
				Program Guide.		
				Review process and outcomes, membership, and revise as necessary.	Grant Director	12/31/2014
				Implement strategic long-term community physical activity opportunity planning.	Grant Director	12/31/2015
				Publish quarterly Community Health Living Program Guide.	Grant Director	6/30/2016
			d.) Implement family engagement project - SEE, SHARE, LEARN, DO.	Integrate opportunities for families to see students engaging in lifelong activities in the curriculum (SEE)	Grant Director	12/31/2014
				Design and implement opportunities for students to share learning with families into the curriculum. (SHARE)	Grant Director	6/30/2015
				Coordinate with community based organizations to offer adult-learning opportunities aligned to life long activities in the curriculum. (LEARN)	Grant Director	12/31/2015
				Coordinate resource-sharing agreements with community groups to increase community access to life long activity opportunities. (DO)	Grant Director	6/30/2016
			e). Implement Outdoor adventure based co-curricular activities.	Review needs and interest.	Lead PE Teacher	12/31/2014
				Develop club criteria, structures, by-laws, & budget.	Lead PE Teacher	5/31/2015
				Board action to approve teacher stipends and budget.	Superintendent	6/30/2015
				Connect curricular activities to outdoor club planning.	Co-Curricular Director	10/31/2015
				Develop community partnerships to support club activities.	Co-Curricular Director	12/31/2015
				Pilot outdoor adventure co-curricular activity at one level.	Co-Curricular Director	12/31/2015
				Implement Outdoor Adventure Club Co-Curricular	Co-Curricular Director	6/30/2016

Table C - PEP Up Patriot Health Project Plan

Needs/Gaps	Goal	Objectives	Activities	Milestones	Person Responsible	Deadline
<p>10% of MSAD #15 high school students consume no fruits or vegetables (MIYHS, 2011).</p> <p>10% of MSAD #15 middle school students consume no fruits or vegetables (MIYHS, 2011).</p> <p>88% of MSAD #15 high school students reported consuming sugar sweetened beverages (MIYHS, 2011).</p> <p>84% of MSAD #15 middle school students reported consuming sugar sweetened</p>	<p>B.) By September 20, 2016, increase to at least 75% the proportion of students that consume recommended amount of fruits and vegetables.</p>	<p>1.) Increase to at least 85% the proportion of students meeting or exceeding Maine State Standards for nutrition.</p>	<p>a.) Implement additional minutes of nutrition education K-12.</p>	Develop proposal for increasing graduation requirement to include 1 credit health.	Grant Director	12/31/13
				Develop scheduling plan for increasing minutes of nutrition education at middle school.	Grant Director	6/30/2014
				Develop plan for integrating nutrition education into PE classes in grade K-4.	Grant Director	6/30/2014
				Submit graduation requirements to school board for action.	Superintendent	1/31/2014
				Hire additional teaching staff.	Grant Director	8/31/2014
				Implement additional minutes of nutrition education.	Grant Director	12/31/2014
			<p>b.) Implement comprehensive, age-appropriate, and sequential Nutrition curriculum and assessment frame work.</p>	Form district health curriculum team.	Grant Director	11/30/2014
				Complete HECAT evaluation of essential outcomes.	Grant Director	12/31/2013
				Review proficiency based cohort work and current learning targets and assessments.	Grant Director	12/31/2013
				Revise curricular learning targets by grade.	Grant Director	2/28/2014
				Review assessment framework.	Grant Director	4/30/2014
				Purchase instructional equipment to support student achievement in Maine State Learning Standard A: Health Concepts	Grant Director	6/30/2014
				Purchase instructional equipment to support students achievement in Maine State Learning standard C1: Healthy Practices and Behaviors	Grant Director	6/30/2014
				Revise assessment framework.	Grant Director	6/30/2014
				Develop and implement cafeteria connections to the curriculum.	Grant Director	6/30/2014
				Implement curriculum and assessment frameworks.	Grant Director	12/31/2014
				Repeat HECAT evaluation.	Grant Director	6/30/2015

Table C - PEP Up Patriot Health Project Plan

Needs/Gaps	Goal	Objectives	Activities	Milestones	Person Responsible	Deadline	
beverages (MIYHS, 2011). 76% of MSAD #15 elementary school students reported consuming sugar sweetened beverages (MIYHS, 2011). There is no sequential alignment of the K-12 (SHI, 2013) Limited minutes for nutrition education in classrooms and secondary health classes (SHI, 2013)			c.) Increase nutrition educators' skills and knowledge through increased professional training and collaborative practice.	Revise curriculum and assessments as necessary.	Grant Director	6/30/2016	
				Implement regular Nutrition Professional Learning Group to meet regularly during early release days.	Grant Director	12/31/2013	
				Offer opportunities to attend MAHPERD annually.	Grant Director	11/2013 11/2014 11/2015	
				Offer opportunity to attend AAHPERD annually.	Grant Director	5/2014 5/2015 5/2016	
				Offer opportunity to attend Comprehensive School Health Education Conference annually.	Grant Director	6/30/2014 6/30/2015 6/30/2016	
		2.) Implement at least two policy or systems changes that support healthy food choices as part of the learning environment.	a.) Implement revisions to wellness-related policies to improve school nutrition environments (i.e. – eliminating use of food as a reward, minimum nutrition standards for food celebrations, competitive foods, fundraising, advertising, etc.).	Review current and sample policies and nutrition policy best practices and resources.	Grant Director	6/30/2014	
				Draft revised policies.	Grant Director	11/30/2014	
				Present revised policies to board for action.	Superintendent	12/31/2014	
				Provide resources and training to schools and the community for policy implementation.	Grant Director	6/30/2015	
				Implement revised policies.	Grant Director	9/30/2015	
				Review policy implementation, revise as necessary.	Grant Director	9/30/2016	
				b.) Implement point of sale nutrition education program in all school cafeterias.	Implement My Plate signage and food group labeling at elementary schools.	Food Services Director	8/31/2014
					Install digital screens in secondary schools.	Food Services Director	8/31/2014
					Design and implement calorie and My Plate nutrition promotion presentation for secondary schools.	Food Services Director	8/31/2014
					Implement curricular connections between curriculum and POS nutrition	Food Services Director	8/31/2015

Table C - PEP Up Patriot Health Project Plan

Needs/Gaps	Goal	Objectives	Activities	Milestones	Person Responsible	Deadline
				education.		
<p>There is a lack of consistent performance measures in nutrition and physical activity (SHI, 2013).</p> <p>There is a lack of ongoing tracking of systemic strengths, weaknesses, needs, and opportunities (SHI, 2013).</p>	<p>C.) By September 30, 2016, implement a valid and reliable nutrition and physical activity evaluation system.</p>	<p>1.) Implement process monitoring system for PEP Up Patriot Health Project implementation.</p>	<p>a.) Implement quarterly reporting to Leadership Team.</p>	Hire Grant Director	Superintendent	10/31/2013
				Develop individualized reporting forms for individual responsibilities.	Grant Director	10/31/2013
				Develop drop down reporting forms with chronologically plotted action items.	Grant Director	11/30/2013
				Implement initial report to Leadership Team, ("Complete, IP-OS, IP-BS, Not Started)	Grant Director	1/31/2014
				Revise reporting formats as necessary.	Grant Director	6/30/2014
				Complete reports, quarterly.	Grant Director	Ongoing
			<p>b.) Implement CDC's School Health Index needs assessment periodically to inform activities and measure change.</p>	Repeat SHI needs assessment for modules 1-4 at project mid-point.	Grant Director	12/31/2014
				Make adjustments to program plan, as necessary.	Grant Director	1/31/2015
				Repeat SHI needs assessment at project end.	Grant Director	6/30/2016
				Report changes and additional needs findings to schools, school board, and the community.	Grant Director	9/30/2016
		<p>2.) Develop and implement local data collection and analysis systems for monitoring student health behaviors.</p>	<p>a.) Implement 3-Day Physical Activity Recall survey system.</p>	Develop survey protocols	Evaluator	10/31/2013
				Adapt 3-D PAR for students in grades K-3.	Evaluator	10/31/2013
				Train staff in data collection and survey implementation.	Evaluator	11/30/2013
				Conduct base line data collection.	School Staff	12/31/2013
				Repeat data collection annually.	School Staff	6/30/2014 6/30/2015 6/30/2016
				Analyze data collected and correlate with other data sources, annually.	Evaluator	7/31/2014 7/31/2015 7/31/2016
				Report data findings to Leadership Team.	Grant Director	9/30/2014 9/30/2015

Table C - PEP Up Patriot Health Project Plan

Needs/Gaps	Goal	Objectives	Activities	Milestones	Person Responsible	Deadline	
						9/30/2016	
				Develop ongoing data plan.	Evaluator	9/30/2016	
		b.) Develop and implement survey system for measuring daily fruit and vegetable consumption among students.		Develop survey protocols	Evaluator	10/31/2013	
				Adapt YRBS and other survey tools to collect data on number of students consuming five or more fruits and vegetables per day.	Evaluator	10/31/2013	
				Train staff in data collection and survey implementation.	Evaluator	11/30/2013	
				Conduct base line data collection.	School Staff	12/31/2013	
				Repeat data collection annually.	School Staff	6/30/2014 6/30/2015 6/30/2016	
				Analyze data collected and correlate with other data sources, annually.	Evaluator	7/31/2014 7/31/2015 7/31/2016	
				Report data findings to Leadership Team.	Grant Director	9/30/2014 9/30/2015 9/30/2016	
				Develop ongoing data plan.	Evaluator	9/30/2016	
			c.) Implement physical activity monitoring system using pedometers.		Develop data protocols	Evaluator	10/31/2013
					Train staff in data collection and survey implementation.	Evaluator	11/30/2013
				Conduct base line data collection.	School Staff	12/31/2013	
				Repeat data collection annually.	School Staff	6/30/2014 6/30/2015 6/30/2016	
				Analyze data collected and correlate with other data sources, annually.	Evaluator	7/31/2014 7/31/2015 7/31/2016	
				Report data findings to Leadership Team.	Grant Director	9/30/2014 9/30/2015 9/30/2016	
				Develop ongoing data plan.	Evaluator	9/30/2016	
		d.) Develop and implement Presidential		Develop implementation protocols.	Evaluator	10/31/2013	
				Train staff in data collection and survey	Evaluator	11/30/2013	

Table C - PEP Up Patriot Health Project Plan

Needs/Gaps	Goal	Objectives	Activities	Milestones	Person Responsible	Deadline
			Fitness testing data collection.	implementation.		
				Conduct base line data collection.	School Staff	12/31/2013
				Repeat data collection annually.	School Staff	6/30/2014 6/30/2015 6/30/2016
				Analyze data collected and correlate with other data sources, annually.	Evaluator	7/31/2014 7/31/2015 7/31/2016
				Report data findings to Leadership Team.	Grant Director	9/30/2014 9/30/2015 9/30/2016
		3.) Participate in federal and state data collection projects.	a.) Coordinate district participation in Maine Integrated Youth Health Survey	Conduct survey in schools.	Principals	2/2013 2/2015 2/2017
				Coordinate with state to analyze data and correlate with other Project data sources and past MIYHS surveys.	Evaluator	6/2014 6/2016
		b.) Participate in other federal reporting requirements, as indicate.		Develop implementation protocols.	Evaluator	10/31/2013
				Train staff in data collection and survey implementation.	Evaluator	11/30/2013
				Conduct base line data collection.	School Staff	12/31/2013
				Repeat data collection annually.	School Staff	6/30/2014 6/30/2015 6/30/2016
				Analyze data collected and correlate with other data sources, annually.	Evaluator	7/31/2014 7/31/2015 7/31/2016
				Report data findings to Leadership Team.	Grant Director	9/30/2014 9/30/2015 9/30/2016

(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.

The PEP Up Patriot Health Project is designed to build capacity and leverage change that will have long-lasting impacts and sustainable results in all four sectors of the project. In Vigorous Classrooms, the design and implementation of a curriculum and assessment framework will establish an aligned and sequential nutrition and physical educational practice K-12. All content areas across the district are implementing a proficiency-based approach and mass customized learning model as part of the district's overall education plan and philosophy. PE and nutrition education will be integrated into that process. The PE and nutrition frameworks will be evaluated, maintained, and revised on the same schedules as other content areas. As a result, the framework's action will establish permanent change in nutrition and physical education practice.

Staff training is a critical element of Vigorous Classrooms. The action plan includes two primary strategies to build capacity and ensure sustainability: 1) Professional Learning Groups (PLGs) and, 2) certifying internal trainers. These constructs will allow for more efficient use of the smaller professional training funds after the grant cycle. Using the regular PLG meetings, the district can send a few teachers to outside professional trainings, and that learning can be compounded across all staff when shared as part of the PLGs and internal trainings. Training teachers as instructors will allow the district to continue training without significant overhead, building the capacity to allow MSAD 15 to continue to offer wellness focused professional development beyond the grant period.

Vigorous Classrooms will include the integration of innovative equipment specifically designed to build capacity in supporting students to meet state standards in PE and nutrition. The project funding will provide seed money to start the new innovative elements of the PE and

nutrition education programs, which will be maintained by the district. Teachers will receive additional training on care and maintenance of the new equipment, ensuring self-reliance in the upkeep and repair of equipment and reducing the need for replacement. The district is committed to maintaining the equipment, ensuring sustainability beyond the program period.

Finally, Vigorous Classrooms will add minutes to PE instruction at elementary grades and minutes of nutrition education at secondary grades. Program funds will support the additional teaching staff necessary during the project period. MSAD 15 administration and school committee have committed to maintaining this instruction through their commitment to funding 25% of those salaries and benefits during the project period and funding 100% of those teaching positions in the years following the project period.

Energetic Schools will implement new Wellness, Competitive Foods, Student Discipline, Fundraising, and Commercialism in Schools policies. These policies will set the standards for healthy living within the school culture. These policies will guide the transformation to create healthy school environments to support student learning, established during the project period, will extend results far beyond. Similarly, the project plan supports Energetic Schools by making healthy living opportunities, such as fitness facilities, available outside the school day and during study halls and other learning breaks during the school day. This procedural change, by its very nature, is sustainable and extends far beyond the period of funding. Unlike funding specific physical activity programs that are directly tied to funding availability, policy and procedures change is more easily maintained over time.

The Energetic Schools sector of the program does also include the expansion of co-curricular programming. While programming often is difficult to maintain, the school committee is committed to supporting expansion. Co-curricular activity opportunities have waned in

previous years due to low enrollment and interest among students. By aligning co-curricular offerings with life-long adventure-based curriculum elements, student interest and participation will increase. The school board and district administration will continue, and as appropriate, expand co-curricular programs with adequate student participation. Similarly, Vital Families activities will also be supported and sustained by the school district as interest and participation grows. Additionally, by including Vital Families in classroom learning, families and the community will be more engaged with the project and more likely to support long-term sustainability of project plan outcomes.

The Robust Community sector of the program is sustainable beyond the project period as action and results are all created out of the collaborative network. As all groups have committed to collaborative practice, the project period will allow time and resources to establish the network, which then can be sustained beyond the project period. Through this collaborative, groups can coordinate opportunities, share resources, connect classroom with community, and work together to address barriers to participation.

Goal C implements a data collection and analysis system for the district, including state, federal, and local assessments. The activities detailed in the project plan build on existing procedures and infrastructure, using data sources with which the district has experience. By building a system of data collection and analysis that requires no additional time or resources from the district, it can be assured that data collection and analysis will be maintained long-term.

(b) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

“Much of the existing research suggests that coordinated, multi-component programs and policies are necessary to effectively change social norms, environments, and behaviors. As part of a comprehensive approach to encourage young people to be more active, schools and communities should be encouraged

to adopt common and consistent policies, practices, and expectation regarding these goals.”

– *Solving the Problem of Childhood Obesity Within a Generation*, White House Task Force on Childhood Obesity Report to the President, May 2010

The PEP Up Patriot Health Project Plan includes a multi-sector approach in implementing evidence-based, comprehensive, and sustainable change to support physical activity and healthy eating for all students. The coordinated and comprehensive action plans within each sector will build a school and community culture of wellness. Additionally, the district will be using many research-based tools to inform and improve project plan implementation. School co-curricular activities and physical activity opportunities in the community will utilize the design filters established by the Let’s Move! initiative. Professional development for staff will be provided by state and national leaders in nutrition and physical education including the Maine and American Associations of Health and Physical Education, Recreation, and Dance; Maine State Department of Education, National Association of Sport and Physical Education, and local universities.

The PEP Up Patriot Health Project will also utilize research-based tools from the Centers for Disease Control and Prevention. For nutrition and physical education curriculum, the district will utilize the PECAT and HECAT tools to assess needs and inform revisions. The district has and will continue to utilize the School Health Index needs assessment. HECAT, PECAT, and SHI all represent the culmination of current best practices and shall inform the work of the project during and beyond the project period.

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

MSAD 15 is in the process of implementing an innovative proficiency-based mass customized learning model district-wide. This new approach to education is exceptional and

values the concept of anytime-anywhere learning. The PEP Up Patriot Health Project aligns the four sectors of the community to support anytime-anywhere mass-customized learning for PE and nutrition creating an innovative approach to supporting students in attaining the Absolute Priority – supporting students in achieving state standards, the Maine Learning Results. The project plan will specifically target the Maine State Learning Results Standards detailed in the table below:

Table D – Targeted Maine State Learning Results Standards
<ul style="list-style-type: none"> • A – Health Concepts: Students comprehend concepts related to health promotion and disease prevention to enhance health. • C – Health Promotion & Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. • G – Movement/Motor Skills and Knowledge: Students demonstrate the fundamental and specialized movement skills and apply principles of movement for improved performance. • H – Physical Fitness Activities and Knowledge: Students demonstrate and apply fitness concepts. • I – Personal and Social Skills and Knowledge: Students demonstrate and explain responsible personal behavior and responsible social behavior in physical activity settings.

The implementation of this innovative model of instruction along with the four-sector approach will have significant and long lasting impacts on health behaviors.

Adequacy of Resources – (a) The extent to which the costs are reasonable in relation to the number of the persons to be served and to the anticipated results and benefits.

MSAD 15 intends to influence all 2,064 currently enrolled students in at least one data marker for healthy lifestyles, and to ensure that at least 75% of the student population is meeting daily recommendations for healthy nutrition and physical activity. During the project period, the district anticipates an additional 160 students joining the school system as Kindergarteners each year. Therefore, the anticipated impact for all K-12 students served by the grant during the program period would be approximately 2,400. Total investment of federal and local project funds through the program period averages to \$171 per student per year. The district and

community believes that this investment is a reasonable infusion of funds that will create deep, meaningful, and sustainable change. This seed money will leverage a community-wide transformation for healthy living and create healthy learning environments that will have influence beyond the K-12 student population to the greater community, in addition to impacting the future K-12 students for many years to come.

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

The PEP Up Patriot Health Project Plan matrix detailed in Table C includes clearly stated goals, objectives, activities, and milestones for completing the project on time and within budget. Each milestone has an identified timeline and person responsible. The Project Plan includes hiring a Grant Director. The Grant Director will be full time throughout the project period and will have primary responsibility for overseeing plan implementation.

Table D – Grant Director Roles and Responsibilities	
<ul style="list-style-type: none"> • facilitating the PEP Up Patriot Health Leadership Team • facilitating the Community Collaborative • preparing quarterly reports to the PEP Up Patriot Health Leadership Team and district administrators detailing grant expenditures and progress toward grant goals, • implementing the Project Plan, • coordinating data collection and analysis, • preparation and submission of federal reports, 	<ul style="list-style-type: none"> • researching and developing resources for nutrition and physical education curricula, • facilitating Professional Learning groups and curriculum teams, • coordinating equipment ordering, • scheduling of professional development opportunities, and • overseeing and managing budgets, timelines, evaluations, and progress towards grant goals and objectives

The primary support system for the Grant Director in managing completion of grant objectives will be the PEP Up Patriot Health Leadership Team.

Table E – PEP Up Patriot Health Leadership Team Members	
<ul style="list-style-type: none"> • Superintendent • Lead PE Teacher • A Health teacher 	<ul style="list-style-type: none"> • Program Director of Healthy Casco Bay, the local public health authority • Director of the Pineland YMCA

<ul style="list-style-type: none"> • Co-Curricular Director • School board member • Gray Town Manager • New Gloucester Town Manager • Director Gray Recreation Department • Director New Gloucester Recreation Department 	<ul style="list-style-type: none"> • Education Director of the Bicycle Coalition of Maine • Representative from CCICC • Representative from Patriot Parents, the district parent-teacher association
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The Grant Director and other project staff will report to the Leadership Team monthly to review progress towards project objectives, discuss barriers and challenges, and review project successes. Members of the Leadership Team will support project implementation, advocate for the PEP Up Patriot Health project within their respective organizations, and advocate for the project in the communities. The Grant Director will report the status of milestones as “Complete”, “In Progress – On Schedule”, “In Progress – Behind Schedule”, and “Not Started”. The Leadership Team will support the Grant Director and other project staff to remediate milestones behind schedule and ensure that the project remains on track. Any adjustments to the project plan deemed necessary throughout the grant period will be designed and approved by the Leadership Team before being presented to federal project officers.

The district’s Curriculum Coordinator will supervise the Grant Director. The Curriculum Coordinator will also serve a role in supporting and overseeing the development and implementation of the nutrition and physical education curriculum and assessment systems as well as the professional development plans for staff. The Curriculum Coordinator oversees curriculum, assessment, and professional development for the district and will support the grant director to ensure project activities remain in alignment with other district initiatives.

The district will employ a Lead PE Teacher during the program period. This teacher, Dana Welch, is currently a .7 FTE PE teacher in the district. Dana’s position will be brought to full time in year 1 with the additional .3 FTE dedicated to project implementation. The Lead PE

Teacher will report for the Grant Director and be responsible for implement activities related to PE curriculum, assessment, equipment purchasing, and professional development. In years 2 and 3, the Lead PE Teacher will continue to direct PE curriculum and assessment activities while also implementing additional minutes of PE at elementary grades. The Lead PE Teacher will support data collection and reporting through the Grant Director.

The district Superintendent supervises the Curriculum Coordinator, and thereby will serve a minor role in overseeing the Grant Director. Additionally, the Superintendent will support the Grant Director in working with the school board, ensuring that policy and curriculum changes are well received by the board and moved quickly to action. The Superintendent will also coordinate with the Grant Director for the PEP Up Patriot Health Leadership Team, serving as team chair and supporting movement of grant goals and objectives in a timely manner.

Other district staff will also be dedicated to supporting the Grant Director in meeting the Project Plan outcomes. The district's Food Service director will support the Grant Director in implementation of nutrition education objectives. The district bookkeeper will support the Grant Director in financial reporting and accountability. The district's Co-Curricular Director will support the Grant Director in implementation of the Healthy Community Collaborative and implementation of additional co-curricular activities. Resumes for key staff for the Project Plan can be found in Attachment D.

Quality of Project Evaluation – (a) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

MSAD 15 will contract with an independent evaluator for this project. The Evaluator will be responsible for developing data collection protocols, developing necessary survey tools,

training staff for collecting data, correlating data across data sets, analyzing data, and report outcomes to the Grant Director and the PEP Up Patriot Health Leadership Team. The Evaluator will work with national project managers to ensure that the data collection system is adequate and meets requirements of the national evaluation plan. Goal C of the PEP Up Patriot Health Project Plan in Table C details the evaluation plan for the district including activities, timelines and person responsible.

Goals A & B of the Project Plan correlate directly with the programs GPRA measures. The district will measure progress in Goals A using the 3-Day Physical Activity Recall (3DPAR) survey, pedometers, and the Presidential Youth Fitness Program. The 3DPAR will be administered to all students in grades 5-12 at least twice each year during the project period. The 3DPAR will be adapted for children in grades K-4 and surveys will be administered to those students on the same schedule. Similarly, PE Teachers will utilize pedometers and the Presidential Youth Fitness Program to measure daily fitness activities at least twice per year. The district will measure progress in Goal B using a survey for all students in grades K-12 to coincide with the administration of the 3DPAR. The Evaluator will develop a survey to determine the amount of fruits and vegetables students consume daily, based on Youth Risk Behavior Survey Questions.

During the Project Period, the district will also participate in the Maine Integrated Youth Health Survey, Maine's implementation of the Center's for Disease Control and Prevention's Youth Risk Behavior Survey. Students in MSAD 15 participated in the survey in 2011 and again in 2013, results of the 2013 survey are anticipated before the start of the Project Period. The district will participate in the Maine Integrated Youth Health Survey again in 2015 and 2017. The contracted evaluator will analyze this behavioral data over time for statistically significant

changes in health behaviors related to nutrition and physical activity.

As an additional measure of nutrition and physical education curriculum, the district will use the CDC's PECAT and HECAT to assess the curriculum before and after the curriculum revision. The PECAT and HECAT will inform curriculum development and will be repeated at the end of the Project Plan to evaluate results and inform further revisions, as necessary.

The Grant Director will collect and report process data to the PEP Up Patriot Health Leadership Team. This data will detail progress in project plan milestones. The Grant Director will collect and report data quarterly. Activities will be categorized as "Complete", "In Progress-On Time", "In Progress-Behind Schedule", or "Not Started". Any activity categorized as "behind schedule" will include a brief narrative detailing the barriers encountered and plan for overcoming the stated barrier and getting the objective back on track.

Success in the overall implementation of the Project Plan will also be measured using the SHI. While the SHI is a needs assessment and not considered an evaluation tool, data on needs and strengths identified can be compared from year-to-year to identify changes. This comparative data will be used both to measure progress towards goals and to inform revision and adaptation of the plan throughout and beyond the project period. The SHI will be implemented at the halfway point of the project period and at the close of the project period.



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Modules/Questions

Overall Scorecard

Plan for Improvement

Overall Scorecard

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

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

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Modules/Questions

Overall Scorecard

Plan for Improvement

Module 1: School Health and Safety Policies and Environment

Scorecard & Planning Questions

Scorecard for Questions Completed in Module 1

#	Criteria	Fully in Place	Partially in Place	Under Development	Not in Place	Does not Apply
1.	<u>Representative school health committee or team (CC.1)</u>			1		
2.	<u>Written school health and safety policies (CC.2)</u>			1		
3.	<u>Communicate health and safety policies to students, parents, staff members, and visitors (CC.3)</u>		2			
4.	<u>Positive school climate (CC.4)</u>	3				
5.	<u>Overcome barriers to learning (CC.5)</u>	3				
6.	<u>Enrichment experiences (CC.6)</u>			1		
7.	<u>Local wellness policies (CC.7)</u>			1		
8.	<u>Standard precautions policy (CC.8)</u>	3				
9.	<u>Professional development on meeting diverse needs of students (CC.9)</u>			1		
10.	<u>Prevent harassment and bullying (CC.10)</u>		2			
11.	<u>Active supervision (CC.11)</u>	3				
12.	<u>Written crisis response plan (CC.12)</u>	3				
13.	<u>Safe physical environment (S.1)</u>			1		
14.	<u>Maintain safe physical environment (S.2)</u>		2			
15.	<u>Staff development on unintentional injuries, violence, and suicide (S.3)</u>			1		
16.	<u>Recess (PA.1)</u>		2			
17.	<u>Access to physical activity facilities outside school hours (PA.2)</u>	3				
18.	<u>Adequate physical activity facilities (PA.3)</u>	3				
19.	<u>Prohibit using physical activity as punishment (PA.4)</u>					
20.	<u>Prohibit using food as reward or punishment (N.1)</u> PR/Award # S215F130194			1		
21.	<u>Access to free drinking water (N.2)</u> Page 44					

22.	<u>All foods offered or sold during the school day meet strong nutrition standards (N.3)</u>	3				
23.	<u>All beverages offered or sold during the school day meet strong nutrition standards (N.4)</u>	3				
24.	<u>Fundraising efforts during and outside school hours meet strong nutrition standards (N.5)</u>			1		
25.	<u>Advertising and promotion of foods and beverages (N.6)</u>			1		
26.	<u>Hands washed before meals and snacks (N.7)</u>	3				
27.	<u>Prohibit tobacco use among students (T.1)</u>	3				
28.	<u>Prohibit tobacco use among school staff and visitors (T.2)</u>	3				
29.	<u>Enforce tobacco-use policies (T.3)</u>	3				
30.	<u>Prohibit tobacco advertising (T.4)</u>	3				
31.	<u>Written policies for carry and self-administration of quick-relief medications (A.1)</u>		2			
32.	<u>Professional development on asthma (A.2)</u>			1		
33.	<u>Implement indoor air quality practices (A.3)</u>	3				
34.	<u>Implement integrated pest management practices (A.4)</u>	3				
35.	<u>Non-discrimination on the basis of HIV infection policy (SH.1)</u>	3				
36.	<u>Confidentiality of HIV status (SH.2)</u>		2			
37.	<u>Professional development for all staff members on HIV policies or laws (SH.3)</u>			1		
38.	<u>Professional development for administrators and teachers on HIV, other STD, and pregnancy prevention (SH.4)</u>			1		
	Column Totals	54	12	13	0	-

Total 79/111
Points/Maximum
Points
Module 1 score 71%

Step 1: Identify Strengths and Weaknesses

According to these scores, what are the strengths and the weaknesses of your school's policies and environment related to students' health and safety?

Strengths

#	Description	Options
1	Ongoing wellness team meeting.	Edit Delete
2	Have wellness policies implemented.	Edit Delete
3	School climate and bullying prevention. <small>PR/Award # S215F130194</small>	Edit Delete
4	Tobacco policies and protocols. <small>Page e45</small>	Edit Delete

5	Indoor air quality policies and protocols.	Edit Delete
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[Add Strength](#)

Weaknesses

#	Description	Options
1	Wellness team lacks comprehensive membership, meetings difficult for all to access.	Edit Delete
2	Wellness policies lack strength and comprehensiveness.	Edit Delete
3	Fundraising policies.	Edit Delete

[Add Weakness](#)

Step 2: Recommended Actions

Actions

No Actions have been added.

[Add Action](#)

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Modules/Questions

Overall Scorecard

Plan for Improvement

Module 2: Health Education

Scorecard & Planning Questions

Scorecard for Questions Completed in Module 2

#	Criteria	Fully in Place	Partially in Place	Under Development	Not in Place	Does not Apply
1.	<u>Health education taught in all grades (CC.1)</u>			1		
2.	<u>Sequential health education curriculum consistent with standards (CC.2)</u>			1		
3.	<u>Active learning strategies (CC.3)</u>			1		
4.	<u>Opportunities to practice skills (CC.4)</u>			1		
5.	<u>Culturally-appropriate examples and activities (CC.5)</u>		2			
6.	<u>Assignments encourage student interaction with family and community (CC.6)</u>			1		
7.	<u>Professional development in health education (CC.7)</u>				0	
8.	<u>Professional development in delivering curriculum (CC.8)</u>				0	
9.	<u>Professional development in classroom management techniques (CC.9)</u>		2			
10.	<u>Essential topics to prevent unintentional injuries and violence (S.1)</u>			1		
11.	<u>Essential topics on physical activity (PA.1)</u>		2			
12.	<u>Essential topics on healthy eating (N.1)</u>		2			
13.	<u>Essential topics on preventing tobacco use (T.1)</u>			1		
14.	<u>Essential topics on asthma awareness (A.1)</u>				0	
15.	<u>Essential topics to prevent HIV, other STD, and pregnancy (SH.1)</u>		2			
Column Totals		0	10	7	0	-

**Total 17/45
Points/Maximum
Points
Module 2 score 38%**

Step 1: Identify Strengths and Weaknesses

According to these scores, what are the strengths and the weaknesses of your school's policies and environment related to students' health and safety?

Strengths

#	Description	Options
1	Guidance provides some health education at each of the K-4 schools.	Edit Delete

Add Strength

Weaknesses

#	Description	Options
1	Health Education has a limited focus at the K-2 level.	Edit Delete
2	Lack of focus on the standards as they relate to health education in classrooms.	Edit Delete
3	Lack of professional development to teach these standards.	Edit Delete
4	Standards are not unpacked at the particular grade levels.	Edit Delete

Add Weakness

Step 2: Recommended Actions

Actions

No Actions have been added.

Add Action

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Modules/Questions

Overall Scorecard

Plan for Improvement

Module 3: Physical Education and Other Physical Activity Programs

Scorecard & Planning Questions

Scorecard for Questions Completed in Module 3

#	Criteria	Fully in Place	Partially in Place	Under Development	Not in Place	Does not Apply
1.	<u>150 minutes of physical education per week (PA.1)</u>				0	
2.	<u>Adequate teacher/student ratio (PA.2)</u>	3				
3.	<u>Sequential physical education curriculum consistent with standards (PA.3)</u>	3				
4.	<u>Information and materials for physical education teachers (PA.4)</u>	3				
5.	<u>Prohibit exemptions or waivers for physical education (PA.5)</u>	3				
6.	<u>Students active at least 50% of class time (PA.6)</u>	3				
7.	<u>Individualized physical activity and fitness plans (PA.7)</u>				0	
8.	<u>Health-related physical fitness (PA.8)</u>	3				
9.	<u>Teachers avoid practices that result in student inactivity (PA.9)</u>	3				
10.	<u>Promote community physical activities (PA.10)</u>			1		
11.	<u>Certified or licensed physical education teachers (PA.11)</u>	3				
12.	<u>Address special health care needs (PA.12/A.1)</u>	3				
13.	<u>Physical education safety practices (S.1/PA.13/A.2)</u>			1		
14.	<u>Playgrounds meet safety standards (S.2/PA.14)</u>			1		
15.	<u>Professional development for teachers (PA.15)</u>				0	
16.	<u>Participation in intramural programs or physical activity clubs (PA.16)</u>			1		
17.	<u>Promotion or support of walking and bicycling to school (PA.17)</u>				0	
18.	<u>Physical activity facilities meet safety standards (S.3/PA.18)</u>			1		
Column Totals				0	5	0
						-

Step 1: Identify Strengths and Weaknesses

According to these scores, what are the strengths and the weaknesses of your school's policies and environment related to students' health and safety?

Strengths

#	Description	Options
1	Many strategies for best practice in PE are implemented.	Edit Delete
2	Community access to school facilities.	Edit Delete

Add Strength

Weaknesses

#	Description	Options
1	Minutes of PE far below recommendations.	Edit Delete
2	No PE professional development.	Edit Delete
3	No K-12 alignment of learning outcomes.	Edit Delete
4	Lack of access and variety of community PA opportunities.	Edit Delete

Add Weakness

Step 2: Recommended Actions

Actions

No Actions have been added.



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Modules/Questions

Overall Scorecard

Plan for Improvement

Module 4: Nutrition Services

Scorecard & Planning Questions

Scorecard for Questions Completed in Module 4

#	Criteria	Fully in Place	Partially in Place	Under Development	Not in Place	Does not Apply
1.	<u>Breakfast and lunch programs (N.1)</u>	3				
2.	<u>Variety of foods in school meals (N.2)</u>	3				
3.	<u>Healthy food purchasing and preparation practices (N.3)</u>	3				
4.	<u>A la carte offerings include healthy food and beverage items (N.4)</u>	3				
5.	<u>Sites outside cafeteria offer healthy food and beverage items (N.5)</u>					n/a
6.	<u>Promote healthy food and beverage choices (N.6)</u>	3				
7.	<u>Adequate time to eat school meals (N.7)</u>				0	
8.	<u>Collaboration between nutrition services staff members and teachers (N.8)</u>				0	
9.	<u>Degree and certification of nutrition services manager (N.9)</u>	3				
10.	<u>Professional development for nutrition services manager (N.10)</u>		2			
11.	<u>Clean, safe, pleasant cafeteria (S.1/N.11)</u>	3				
12.	<u>Preparedness for food emergencies (S.2/N.12)</u>		2			
Column Totals		21	4	0	0	-

**Total 25/33
Points/Maximum
Points**
Module 4 score 76%

Step 1: Identify Strengths and Weaknesses



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Modules/Questions

Overall Scorecard

Plan for Improvement

Overall Scorecard

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

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

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Modules/Questions

Overall Scorecard

Plan for Improvement

Module 1: School Health and Safety Policies and Environment

Scorecard & Planning Questions

Scorecard for Questions Completed in Module 1

#	Criteria	Fully in Place	Partially in Place	Under Development	Not in Place	Does not Apply
1.	<u>Representative school health committee or team (CC.1)</u>			1		
2.	<u>Written school health and safety policies (CC.2)</u>			1		
3.	<u>Communicate health and safety policies to students, parents, staff members, and visitors (CC.3)</u>		2			
4.	<u>Positive school climate (CC.4)</u>	3				
5.	<u>Overcome barriers to learning (CC.5)</u>	3				
6.	<u>Enrichment experiences (CC.6)</u>			1		
7.	<u>Local wellness policies (CC.7)</u>			1		
8.	<u>Standard precautions policy (CC.8)</u>	3				
9.	<u>Professional development on meeting diverse needs of students (CC.9)</u>			1		
10.	<u>Prevent harassment and bullying (CC.10)</u>		2			
11.	<u>Active supervision (CC.11)</u>	3				
12.	<u>Written crisis response plan (CC.12)</u>	3				
13.	<u>Student involvement in decision-making (CC.13)</u>			1		
14.	<u>Safe physical environment (S.1)</u>			1		
15.	<u>Maintain safe physical environment (S.2)</u>		2			
16.	<u>Staff development on unintentional injuries, violence, and suicide (S.3)</u>			1		
17.	<u>Access to physical activity facilities outside school hours (PA.1)</u>	3				
18.	<u>Adequate physical activity facilities (PA.2)</u>	3				
19.	<u>Prohibit using physical activity as punishment (PA.3)</u>	3				
20.	<u>Prohibit using food as reward or punishment (N.1)</u> PR/Award # S215F130194			1		
21.	<u>Access to free drinking water (N.2)</u>					

22.	<u>All foods offered or sold during the school day meet strong nutrition standards (N.3)</u>			1		
23.	<u>All beverages offered or sold during the school day meet strong nutrition standards (N.4)</u>			1		
24.	<u>Foods offered outside school hours in high schools meet strong nutrition standards (N.5)</u>			1		
25.	<u>Beverages offered outside school hours in high schools meet strong nutrition standards (N.6)</u>			1		
26.	<u>Fundraising efforts during and outside school hours meet strong nutrition standards (N.7)</u>			1		
27.	<u>Advertising and promotion of foods and beverages (N.8)</u>			1		
28.	<u>Prohibit tobacco use among students (T.1)</u>	3				
29.	<u>Prohibit tobacco use among school staff and visitors (T.2)</u>	3				
30.	<u>Enforce tobacco-use policies (T.3)</u>	3				
31.	<u>Prohibit tobacco advertising (T.4)</u>	3				
32.	<u>Written policies for carry and self-administration of quick-relief medications (A.1)</u>		2			
33.	<u>Professional development on asthma (A.2)</u>			1		
34.	<u>Implement indoor air quality practices (A.3)</u>	3				
35.	<u>Implement integrated pest management practices (A.4)</u>	3				
36.	<u>Non-discrimination on the basis of HIV infection policy (SH.1)</u>	3				
37.	<u>Confidentiality of HIV status (SH.2)</u>	3				
38.	<u>Professional development for all staff members on HIV policies or laws (SH.3)</u>			1		
39.	<u>Professional development for administrators and teachers on HIV, other STD, and pregnancy prevention (SH.4)</u>			1		
40.	<u>Non-discrimination on the basis of pregnancy or parenting status policy (SH.5)</u>	3				
41.	<u>Strategies to meet the needs of LGBT youth (SH.6)</u>		2			
	Column Totals	54	10	18	0	-

**Total 82/123
Points/Maximum
Points**

Module 1 score 67%

Step 1: Identify Strengths and Weaknesses

According to these scores, what are the strengths and the weaknesses of your school's policies and environment related to students' health and safety?

Strengths

1	Ongoing wellness team for many years.	Edit Delete
2	School board commitment to wellness.	Edit Delete
3	School climate and bullying prevention policies.	Edit Delete
4	Community access to school facilities.	Edit Delete

[Add Strength](#)

Weaknesses

#	Description	Options
1	Staff access to wellness team meetings, held at difficult times for teachers.	Edit Delete
2	Lack of strength of food and physical activity policies.	Edit Delete
3	Commitment to eliminating denial of recess for punishment and food as a reward is somewhat lacking and not enforced.	Edit Delete
4	A la carte foods not in compliance with IOM or HUSSC.	Edit Delete
5	Food advertising not in compliance with IOM or HUSSC.	Edit Delete
6	Access and variety of enrichment activities.	Edit Delete
7	Students not on wellness teams or school board.	Edit Delete

[Add Weakness](#)

Step 2: Recommended Actions

Actions

No Actions have been added.

[Add Action](#)

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Your School's SHI: GNG MH Final

SHI Edition: SHI 2012 Created: 03/06/2013 Last Activity: 04/05/2013

Modules/Questions

Overall Scorecard

Plan for Improvement

Module 2: Health Education

Scorecard & Planning Questions

Scorecard for Questions Completed in Module 2

#	Criteria	Fully in Place	Partially in Place	Under Development	Not in Place	Does not Apply
1.	<u>Required health education course (CC.1)</u>	3				
2.	<u>Health education grading (CC.2)</u>	3				
3.	<u>Sequential health education curriculum consistent with standards (CC.3)</u>				0	
4.	<u>Active learning strategies (CC.4)</u>	3				
5.	<u>Opportunities to practice skills (CC.5)</u>	3				
6.	<u>Culturally-appropriate activities and examples (CC.6)</u>	3				
7.	<u>Assignments encourage student interaction with family and community (CC.7)</u>	3				
8.	<u>Credentialed health education teachers (CC.8)</u>	3				
9.	<u>Professional development in health education (CC.9)</u>				0	
10.	<u>Professional development in delivering curriculum (CC.10)</u>	3				
11.	<u>Professional development in classroom management techniques (CC.11)</u>	3				
12.	<u>Essential topics to prevent unintentional injuries and violence (S.1)</u>			1		
13.	<u>Essential topics on physical activity (PA.1)</u>			1		
14.	<u>Essential topics on healthy eating (N.1)</u>		2			
15.	<u>Essential topics on preventing tobacco use (T.1)</u>			1		
16.	<u>Essential topics on asthma awareness (A.1)</u>				0	
17.	<u>Essential topics for preventing HIV, other STD, and pregnancy (SH.1)</u>				0	
Column Totals		27	2	3	0	-

Step 1: Identify Strengths and Weaknesses

According to these scores, what are the strengths and the weaknesses of your school's policies and environment related to students' health and safety?

Strengths

#	Description	Options
1	Nutrition education.	Edit Delete
2	Middle school health with performance based assessment.	Edit Delete
3	Training in curriculum delivery.	Edit Delete
4	Training in classroom management.	Edit Delete

Add Strength

Weaknesses

#	Description	Options
1	Coordination and communication between schools, vertical and horizontal alignment.	Edit Delete
2	K-12 progressions and alignment of curriculum and assessment.	Edit Delete
3	Prevention content in the curriculum - specifically and most notably absence of sexuality health topics.	Edit Delete
4	Lack of connection with cafeteria and health classes.	Edit Delete
5	No health education specific professional development.	Edit Delete
6	Limited nutrition education materials for the classroom.	Edit Delete

Add Weakness

Step 2: Recommended Actions



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Your School's SHI: GNG MH Final

SHI Edition: SHI 2012 Created: 03/06/2013 Last Activity: 04/05/2013

Modules/Questions

Overall Scorecard

Plan for Improvement

Module 3: Physical Education and Other Physical Activity Programs

Scorecard & Planning Questions

Scorecard for Questions Completed in Module 3

#	Criteria	Fully in Place	Partially in Place	Under Development	Not in Place	Does not Apply
1.	<u>225 minutes of physical education per week (PA.1)</u>				0	
2.	<u>Adequate teacher/student ratio (PA.2)</u>	3				
3.	<u>Sequential physical education curriculum consistent with standards (PA.3)</u>	3				
4.	<u>Information and materials for physical education teachers (PA.4)</u>	3				
5.	<u>Physical education grading (PA.5)</u>	3				
6.	<u>Prohibit exemptions or waivers for physical education (PA.6)</u>				0	
7.	<u>Students active at least 50% of class time (PA.7)</u>	3				
8.	<u>Individualized physical activity and fitness plans (PA.8)</u>	3				
9.	<u>Health-related physical fitness (PA.9)</u>		2			
10.	<u>Teachers avoid practices that result in student inactivity (PA.10)</u>		2			
11.	<u>Promote community physical activities (PA.11)</u>				0	
12.	<u>Certified or licensed physical education teachers (PA.12)</u>	3				
13.	<u>Address special health care needs (PA.13/A.1)</u>	3				
14.	<u>Physical education safety practices (S.1/PA.14/A.2)</u>	3				
15.	<u>Professional development for teachers (PA.15)</u>				0	
16.	<u>Participation in intramural programs or physical activity clubs (PA.16)</u>	3				
17.	<u>Availability of interscholastic sports (PA.17)</u>	3				
18.	<u>Promotion or support of walking and bicycling to school (PA.18)</u>				0	
19.	<u>Training requirements for coaches (PA.19)</u>					

PR/Award # S235F130194

20.	<u>Physical activity facilities meet safety standards (S.2/PA.20)</u>				0	
21.	<u>Athletics safety requirements (S.3/PA.21)</u>	3				
	Column Totals	39	4	0	0	-

Total 43/63
Points/Maximum
Points
Module 3 score 68%

Step 1: Identify Strengths and Weaknesses

According to these scores, what are the strengths and the weaknesses of your school's policies and environment related to students' health and safety?

Strengths

#	Description	Options
1	All PE teachers are certified.	Edit Delete
2	Good student/teacher ratios.	Edit Delete
3	Students are active during class time.	Edit Delete

[Add Strength](#)

Weaknesses

#	Description	Options
1	Need additional safety measures such as padding and breakaway bases.	Edit Delete
2	Lack of adequate PE time for students.	Edit Delete
3	Lack of promotion of club offerings.	Edit Delete
4	No PE specific professional development time.	Edit Delete
5	No K-12 vertical alignment of learning outcomes.	Edit Delete
6	Limited physical activity program opportunities in the community.	Edit Delete
7	Access and transportation to community PA programs.	Edit Delete

[Add Weakness](#)



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Your School's SHI: GNG MH Final

SHI Edition: SHI 2012 Created: 03/06/2013 Last Activity: 04/05/2013

Modules/Questions

Overall Scorecard

Plan for Improvement

Module 4: Nutrition Services

Scorecard & Planning Questions

Scorecard for Questions Completed in Module 4

#	Criteria	Fully in Place	Partially in Place	Under Development	Not in Place	Does not Apply
1.	<u>Breakfast and lunch programs (N.1)</u>	3				
2.	<u>Variety of foods in school meals (N.2)</u>	3				
3.	<u>Healthy food purchasing and preparation practices (N.3)</u>		2			
4.	<u>A la carte offerings include healthy food and beverage items (N.4)</u>	3				
5.	<u>Sites outside cafeteria offer healthy food and beverage items (N.5)</u>		2			
6.	<u>Promote healthy food and beverage choices (N.6)</u>	3				
7.	<u>Adequate time to eat school meals (N.7)</u>		2			
8.	<u>Collaboration between nutrition services staff members and teachers (N.8)</u>				0	
9.	<u>Degree and certification of nutrition services manager (N.9)</u>	3				
10.	<u>Professional development for nutrition services manager (N.10)</u>		2			
11.	<u>Clean, safe, pleasant cafeteria (S.1/N.11)</u>		2			
12.	<u>Preparedness for food emergencies (S.2/N.12)</u>		2			
Column Totals		15	12	0	0	-

**Total 27/36
Points/Maximum
Points**
Module 4 score 75%

Step 1: Identify Strengths and Weaknesses

Strengths

#	Description	Options
1	Compliant with new regulations	Edit Delete
2	All cafeteria staff ServeSafe certfied.	Edit Delete
3	MS nutrition guidance for a la carte in line with HUSSC guidelines.	Edit Delete
4	New menus and marketing tools to customers on the website, highlighting healthy offerings.	Edit Delete
5	No unhealthy vending or food sites outside the cafeteria.	Edit Delete
6	Fresh fruit and vegetables offered daily.	Edit Delete
7	Participation in school breakfast program increasing.	Edit Delete

[Add Strength](#)

Weaknesses

#	Description	Options
1	Connection between health classes and the food services program.	Edit Delete
2	Certification and training for kitchen managers in nutrition and food handling.	Edit Delete
3	No membership in SNA for staff.	Edit Delete
4	Professional development for food services staff through SNA.	Edit Delete
5	Professional development for food services and nutrition education teachers together.	Edit Delete
6	Lack of proper facilities space to prepare, serve and to eat (specifically MS, but to a lesser degree HS).	Edit Delete
7	Lack of variety in week-to-week, month-to-month menu selections.	Edit Delete
8	Not adequate time to eating breakfast or lunch.	Edit Delete

[Add Weakness](#)

Step 2: Recommended Actions

1
2
3
4
5
6
7 **WELLNESS POLICY**
8
9

10 It is the policy of Maine School Administrative District #15 to recognize that wellness and good
11 nutrition are related to staff and students' physical and psychological well being and their
12 readiness to learn. The Board is committed to providing a school environment that supports
13 wellness, healthy food choices, nutrition education, and regular physical activity. The Board
14 believes that students who learn and practice healthy lifestyles in their formative years may be
15 more likely to be conscious of the importance of good nutrition and exercise as adults, practice
16 healthy habits, and reduce their risk of obesity, diabetes and other chronic diseases.
17

18
19 Nutrition Standards
20

21 MSAD #15 will ensure that meals provided by its Food Services Program meet the nutrition
22 standards established by federal regulations.¹ Sales of foods and beverages that compete with
23 the school lunch program (and/or school breakfast program) must be in compliance with the
24 Board's policy EFE, Competitive Food Sales/Sales in Competition with the School Food
25 Services Program.
26

27 Assurance
28

29 This policy serves as assurance² that MSAD #15 guidelines for reimbursable meals are not less
30 restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to the
31 National School Lunch Act and the Child Nutrition Act.
32

33 Nutrition Education
34

35 Nutrition education will be integrated into the instructional program through the health education
36 program and/or the curriculum as aligned with the content standards of Maine's System of
37 Learning Results. Nutrition education should focus on skills students need to adopt and maintain
38 healthy eating behaviors. Students should receive consistent nutrition messages throughout the
39 schools, including classrooms, cafeteria, and school-home communications.
40

41
42 Physical Activity
43

44 MSAD #15 will strive to provide all students developmentally appropriate opportunities for
45 physical activity through physical education classes, recess periods for elementary school
46 students, and extracurricular activities (clubs, intramural and interscholastic athletics). School

¹ Title 7-U.S. Department of Agriculture, Chapter II-Food and Nutrition Service, Department of Agriculture, Part 210-National School Lunch Program (7 C.F.R. § 210).

² See 42 U.S.C. § 1751(a)(2).

47 programs will be designed to maintain physical fitness and to promote healthy lifestyles. The
48 schools should encourage parents to support their children's participation in physical activities.
49

50 Other School-Based Wellness Activities

51
52 The schools, with prior approval of the Superintendent/designee, may implement other
53 appropriate programs for students and staff that support consistent wellness messages and
54 promote healthy eating and physical activity.
55

56 Implementation and Monitoring

57
58 The Superintendent/designee shall be responsible for the implementation of the wellness policy,
59 for monitoring efforts to meet the intent of this policy, and for reporting to the Board on an
60 annual basis.
61

62 Monitoring may include surveys or solicitation of input from students, parents, staff, and school
63 administrators.
64

65 Reports may include, but are not limited to the following:
66

- 67 • the status of the school environment in regard to student wellness issues
- 68 • evaluation of the school food services program and compliance with nutrition guidelines
- 69 • summary of wellness programs and activities in the schools
- 70 • feedback from students, parents, staff, school administrators and wellness committee
- 71 • recommendations for policy, program or curriculum revisions.
72
73

74 Appointment and Role of the Health/Wellness Committee

75
76 The Board shall appoint a district-wide Health/Wellness Committee comprised of at least one of
77 each of the following:
78

- 79 • Board member
- 80 • School principal
- 81 • Food Services Supervisor
- 82 • Student representative
- 83 • Parent representative
- 84 • Community representative (if available)
- 85 • Teacher
- 86 • Nurse
87

88 The Health/Wellness Committee shall serve as an advisory committee in regard to student
89 wellness issues and will be responsible for making recommendations related to the wellness
90 policy, wellness goals, administrative or school regulations and practices, or raising awareness of
91 student health issues.
92

93 Wellness Goals

94
95 The Board has identified the following goals associated with student wellness:
96

97 Goals for Nutrition Education

98
99 The schools will provide nutrition education that focuses on the skills students need to adopt and
100 maintain healthy eating behaviors.

101
102 The schools' nutrition education will be provided in a sequential, comprehensive health
103 education program aligned with the content standards of the Maine System of Learning Results.

104
105 Nutrition education will be integrated into other subjects as appropriate to complement, not
106 replace, the health education program.

107
108 MSAD #15 will:

- 109 • provide foods that meet or exceed the federal nutrition standards
- 110 • provide adequate time for students to obtain food and eat lunch scheduled at appropriate
111 hours of the day
- 112 • provide adequate space to eat
- 113 • provide a clean and safe meal environment
- 114 • provide appropriate professional development for food services staff.

115
116
117 Goals for Physical Activity

118
119 The physical education curriculum will be aligned with the content standards of the Maine
120 System of Learning Results and will:

- 121
122 • provide students with the knowledge and skills needed to be physically fit and take part
123 in healthful physical activity on a regular basis
- 124 • develop motor skills and apply them to enhance their coordination and physical
125 performance
- 126 • demonstrate responsible personal and social behaviors in physical activity settings
- 127 • keep all students involved in purposeful activity for a majority of the class period
- 128 • provide the opportunity for students of all abilities to participate and learn in physical
129 education classes.

130
131 MSAD #15 will provide a physical and social environment that encourages safe and enjoyable
132 physical activity and fosters the development of a positive attitude toward health and fitness.

133
134 The District will provide opportunities for physical activity through a variety of programs
135 including, but not limited to, intramural sports, interscholastic athletics and physical activity
136 clubs.

137
138 Appropriate professional development will be provided for physical education staff and other
139 staff involved in the delivery of such programs.

140
141
142 Goals for Other School-Based Activities

143
144 Schools will encourage maximum participation in school meal programs.

145
146 The schools are encouraged to cooperate with agencies and community organizations to support
147 programs that contribute to good nutrition and physical activity.

148

149

150 Legal reference: 42 U.S.C. § 1751

151

152 Cross Reference: JL-R Wellness Administrative Procedures

1
2
3
4
5
6 **COMPETITIVE FOOD SALES—SALES OF FOODS IN COMPETITION WITH THE**
7 **SCHOOL FOOD SERVICE PROGRAM**
8
9

10 It is the policy of Maine School Administrative District 15 to support good nutrition as part of a
11 school environment that contributes to student health and encourages positive food choices and
12 eating habits. The Board believes that nutrition influences a student's ability to take full
13 advantage of the school system's educational program and is, therefore, related to student
14 achievement.

15
16 The Board also recognizes that proceeds from the sale of foods and beverages outside of the
17 School Lunch Program ("competitive foods") are a significant source of funds for student
18 activities that MSAD #15 might not otherwise be able to provide.

19
20 The Board has adopted this policy to govern the sale of foods and beverages on school property.
21

22 **Restriction on Sale of Competitive Foods**
23

24 Maine Department of Education Rule Chapter 51 mandates that any food or beverage sold at any
25 time on school property of a school participating in the National School Lunch or School
26 Breakfast Programs shall be a planned part of the total food service program¹ of the school and
27 shall include only those items which contribute both to the nutritional needs of children and the
28 development of desirable food habits, and shall not include foods of minimal nutritional value as
29 defined in applicable federal regulations², except as provided for by school board policy in
30 certain circumstances.

31
32 As allowed by Rule Chapter 51, the Board permits the sale of food and beverages outside the
33 total food program to:

- 34
35 1. School staff
36
37 2. Attendees at school-sponsored community events held on school property (i.e.,
38 school-sponsored events that are open to the public)
39
40 3. The public at community events held on school property in accordance with the
41 Board's facilities use policy
42

¹ According to DOE Rule Chapter 51 (1)(b), the "Total Food Service Program" includes the federal Milk Program as defined in 7 C.F.R. § 215; the federal Breakfast Program, which means the federal program under which a breakfast that meets the nutritional requirements set forth in 7 C.F.R. § 220 is offered; the National School Lunch Program (including the After School Snack), which means the federal program under which the school operates a nonprofit lunch program that meets the requirements of 7 C.F.R. § 210; or any combination of these programs.

² "Foods of minimal nutritional value" as defined in 7 C.F.R. § 210.11 means: (a) In the case of artificially sweetened foods, a food which provides less than 5 percent of the Reference Daily Intake (RDI) for each of the eight specified nutrients per serving; (b) in the case of all other foods, a food which provides less than 5 percent of the RDI for each of eight specified nutrients per 100 calories and less than 5 percent of the RDI for each of eight specified nutrients per serving. The eight nutrients to be assessed for this purpose are: protein, vitamin A, vitamin C, niacin, riboflavin, thiamin, calcium, and iron. This definition is applicable to foods that are part of the total food service program of the school, and foods and beverages sold at food sales, school stores, and in vending machines. A listing of "Categories of Foods of Minimal Nutritional Value" is in Appendix B to 7 C.F.R. Part 210 (National School Lunch Program).

43 4. To students at a school-approved student organization or program if consistent with
44 the requirement that such sales not include foods of minimal nutritional value as
45 defined in 7 C.F.R. § 210.11 (a)(2). Funds from all foods sold to students during the
46 school day, for consumption, revert to the school lunch program.
47
48

49 This policy applies to sales of foods and beverages at any time on school property by any person,
50 group or organization.
51

52 When foods and beverages are sold to raise funds for schools or student activities, students, staff,
53 parents, or school-sponsored organizations involved in such sales are encouraged to include at
54 least some healthy food choices.
55

56 **Funds from Sales of Competitive**
57

58 Funds from all food and beverage sales made at any time on school property shall accrue to the
59 benefit of the school's non-profit school food service program, except that funds raised through
60 authorized sales outside the total food service program shall accrue to the sponsoring school or
61 approved student organization in accordance with applicable policies, cash-management
62 procedures and administrative directives.
63

64 Legal Reference: Ch. 51 (Dept. of Educ. Rule) (Child Nutrition Programs in
65 Public Schools and Institutions)
66

67 Cross References: JJE Fund Raising
68 KF Use of Facilities
69

FUNDRAISING

MSAD #15 recognizes that most District fundraising falls within the categories of School-Sponsored Fundraising or Booster Fundraising. While there are guidelines that apply to all fundraising groups there are some that are specific to particular individuals/organizations.

Guidelines for All Fundraising Groups

- A. Fundraising activities must not interfere with the student's obligations to the academic program.
- B. All fundraising activities must be submitted in writing on form "TBD" for written approval by the Council for Co-Curricular Activities or the building principal, as appropriate.
- C. The fundraising activities of school-sponsored and booster organization groups shall be limited and coordinated so as not to be burdensome to the community.
- D. Projects resulting in alterations or additions to the physical plant/grounds must have the prior written approval of the School Board. (Examples include renovations, furnishings, playground/classroom equipments, signs, scoreboards, field restorations, etc.)

School-Sponsored Fundraising

- A. Activities undertaken by students must be approved in advance by the Council for Co-Curricular Activities or the Building Principal, as appropriate.
- B. Fundraising activities should involve rendering a service or product for the contribution received, such as concerts, dances, supper etc.
- C. Student participants in fundraising activities must be supervised by an adult and are expected to abide by the school's behavior code of conduct.
- D. Student fundraising shall be limited to projects for educational organizational enrichment or for charitable purposes.
- E. Fundraising shall not be used for the individual gain of participating students or staff members, except a donation to individuals in need, as determined by the principal.
- F. School organizations shall not be used to raise funds for non-school groups except for charitable purposes.
- G. Revenue and expenditure reports shall be submitted to the building principal, and all fundraising activity will be subject to MSAD #15's accounting and auditing procedures. In general, all fundraised money should be spent in the fiscal year it was raised, with the following exceptions:

- 51 a. Fundraised money can be transferred from an activity account to defray the cost
52 of summer programming if students agree to this use of those fundraised monies.
53 b. If summer programming revenue exceeds the expenses of the program, the
54 remaining money at the end of the program can be transferred to the individual
55 activity account and used for the benefit of the students participating in the
56 activity.
57 c. Activity account money can keep balances from year to year if coaches and
58 advisors document a purpose for the funds (next years' summer programs, and
59 enrichment activity or equipment, etc.). The Co Curricular Director must be
60 aware of the use of the funds and provide final approval.
61 Monies will be transferred to the general fund if an account is inactive for a period of one
62 year.
63
64

65 **Booster Fundraising**

66
67 Booster fundraising refers to the parent/community groups certified by the School Board as
68 affiliated with MSAD #15 for the purpose of raising monies to benefit its students. Examples
69 include parent-teacher associations and School Board appointed and approved groups.
70

- 71 A. Booster groups must have prior written approval from the Council for Co-Curricular
72 Activities for all fundraising activities.
73
74 B. Use of school facilities by booster groups shall be determined by the School Board's KF
75 Facility Use Policy.
76
77 C. It is the intent of the School Board that basic uniform, equipment and material needs for co
78 curricular activities will be addressed through the budgetary process. Therefore, booster
79 fundraising should be limited to providing items that are not normally included in the school
80 budget. Special circumstances that would indicate an exception to this regulation will require
81 the approval of the School Board.
82

83 Cross Reference: JJIB Sponsorship and Evaluation of Co-Curricular Programs
84 JJIBC Relations with Booster Groups
85 MSAD #15 Program Evaluation Rubric
86 KF Facilities Use Policy
87 DJD Student Activity Accounts
88 DJD-R Student Activity Cash Receipt Procedures
89 DJD-Ra Student Activity Cash Disbursement Procedures

Health & PE Equipment Purchase Detail

Level	State Standard	Item Description	Quantity	Unit	Price per unit	Total
Middle	A1	Energy Balance DVD	1		\$80	\$80
Secondary	A1	Nutrition DVD	2		\$75.00	\$150.00
Middle	A3	Diet and Disease in Modern Society	1		\$129	\$129
Middle	A3	Body Fat Vests (Junior/Senior size)	2		\$349	\$698
Middle	A3	Body Fat/Muscle Replicas Complete Set	1		\$209	\$209
Secondary	A3	Body Fat Vests (Junior/Senior size)	2		\$349.00	\$349.00
Secondary	A3	Body Fat/Muscle Replicas Complete Set	1		\$209.00	\$209.00
Middle	A6	Food Labels Teaching Kit	1		\$129	\$129
Middle	A6	PortionSize Visual Learning Pack	1		\$169	\$169
Secondary	A6	PortionSize Visual Learning Pack	1		\$169.00	\$169.00
Secondary	A6	Nutrition Labels-Reading Between the Lines DVD	1		\$100.00	\$100.00
Secondary	A6	Nutritionist Pro Software	1		\$595.00	\$595.00
Middle	C1	What's On MyPlate DVD	1		\$50	\$50
Middle	C1	Sugar Visuals Deluxe Teaching Kit	1		\$170	\$170
Middle	C1	Lipo-Visuals Deluxe Teaching Kit	1		\$170	\$170
Middle	C1	Lipo-Visuals Fast Food 12 Pack	1		\$50	\$50
Middle	C1	NutriPlay Healthy In a Hurry	1		\$229	\$229
Middle	C1	Five For Life Nutrition Kit	1		\$249	\$249
Middle	C1	NutriPlay Nutrition Cards	2		\$89	\$178
Middle	C1	MyPlate Food Kit	1		\$275	\$275
Middle	C1	SuperMarket Scramble	1		\$355	\$355
All	C1	My Plate Dry Erase Menu Board 32X45	5	Each	\$236	\$1,180
Elementary	C1	Fruit & Veggie Tracker Bands	900	Pack of 5	\$3	\$2,700
Elementary	C1	My Plate Pocket Chart	10	Each	\$25	\$250
All	C1	Catch a Rainbow Poasters	5	Each	\$10	\$50
Elementary	C1	5 Minute Nutrition Activities for Elementary Students	50	Each	\$30	\$1,500
Secondary	C1	Digital Displays	2	Each	\$3,000	\$6,000
Elementary	C1	Nutrition Skillsteastics	3	Each	\$75	\$225
Elementary	C1	My Plate Activity Mat	2		\$37.00	\$37.00
Evaluation	Evaluation	Pedometers	55	Class Packs	\$500	\$27,500
Elementary	G	Semi-firm discount mat 5x10	1		\$749	\$749
Elementary	G	Small Trapezoid (vault)	1		\$715	\$715
Elementary	G	Jr. Vaulting Board	1		\$399	\$399
Elementary	G	Deluxe Foam Balance Beam Set	1		\$245	\$245
Elementary	G	Superior Rock climbing walls	1		\$5,000	\$5,000

Elementary	G	Maine Rock Wall	1		\$2,000	\$2,000
Elementary	G1-4	Miniature Golf Class Pack	1	Class Set	\$2,000	\$2,000
Elementary	G1-4	Putting Set 27"	2	Sets	\$125	\$250
Elementary	G1-4	Putting Set 32"	2	Sets	\$125	\$250
Elementary	G1-4	Golf Ball Set	3	sets	\$25	\$75
Elementary	G1-4	Bean Bag Game	2	Each	\$110	\$220
Elementary	G1-4	Juggling Scarves	1	Set of 108	\$109	\$109
Elementary	G1-4	Dogeballs	1	Set of 6	\$75	\$75
Elementary	G1-4	Floor Hockey Set	2	Sets	\$110	\$220
Elementary	G1-4	Teatherball	4	Each	\$20	\$80
Elementary	G1-4	Team Baseball Set	1	Complete Set	\$370	\$370
Elementary	G1-4	Barrier Set	2	Set	\$155	\$310
Middle	G2	Snow Shoes	30	each	\$170	\$5,100
Middle	G2	Cross Country Skis, poles and boots	30	each	\$350	\$10,500
Middle	G2	Extra cross country ski boots	20	each	\$110	\$2,200
Middle	G2	Mountain bikes	30	each	\$600	\$18,000
Middle	G2	Traverse Climbing Wall	1	each	\$5,000	\$5,000
Middle	G2	Traverse Climbing Wall mats	1	each	\$2,700	\$2,700
Middle	G2	Extra parts for traverse climbing wall	1	each	\$300	\$300
Middle	G2	Dance Dance Revolution Deluxe System	1	each	\$7,539	\$7,539
Middle	G2	DDR practice pads	2	each	\$459	\$918
Middle School	G2	Bike Helmets	30	each	\$50	\$1,500
Middle School	G2	Bike Repair Equipment	1	Set	\$300	\$300
High School	G2	Stero System	1	Each	\$700	\$700
High School	G2	TV - 42"	2	Each	\$1,000	\$2,000
High School	G2	2 person tent	10	Each	\$300	\$3,000
High School	G2	20 Degree Sleeping Bags	20	Each	\$250	\$5,000
High School	G2	Coleman Steel Belted Coller	4	Each	\$120	\$480
High School	G2	Coleman Stove	2	Each	\$120	\$240
High School	G2	Cook Set	2	Each	\$100	\$200
High School	G2	Mountain bikes	30	each	\$600	\$18,000
High School	G2	Bike Helmets	30	each	\$50	\$1,500
High School	G2	Bike Repair Equipment	1	Set	\$300	\$300
Middle School	G2	Pump	1	each	\$50	\$50
High School	G2	Pump	1	each	\$50	\$50
Middle School	G2	Master Toolkit for Bikes	1	each	\$800	\$800
High School	G2	Master Toolkit for Bikes	1	each	\$800	\$800
Middle School	G2	Bike repair stand	1	each	\$400	\$400

High School	G2	Bike repair stand	1	each	\$400	\$400
Middle School	G2	Frame pump	1	each	\$50	\$50
High School	G2	Frame pump	1	each	\$50	\$50
Middle School	G2	Bicycle Emergency Repair kits	30	each	\$30	\$900
High Schools	G2	Bicycle Emergency Repair kits	30	each	\$30	\$900
Middle School	G2	Bicycle Safety Vests	50	each	\$10	\$500
High Schools	G2	Bicycle Safety Vests	50	each	\$10	\$500
Elementary	G2	Ice Rink Set	3	each set	\$6,000	\$18,000
High School	G2, H4, I2	3500 Disc Mountain Bike	9	each	\$500	\$4,500
High School	G2, H4, I2	Bike Helmets	18	each	\$50	\$900
High School	G2, H4, I2	Inline Rollerblade skates	18	each	\$200	\$3,600
High School	G2, H4, I2	Safety equipment for skates	18	sets	\$100	\$1,800
High School	H1,H2,H3, H4	T80 Classic treadmill from Vision fitness	5	each	\$4,600	\$23,000
High School	H1,H2,H3, H4	S60 Elliptical from Vision Fitness	4	each	\$4,000	\$16,000
High School	H1,H2,H3, H4	U70 Commercial Bike from Vision Fitness	8	each	\$2,500	\$20,000
Middle	H3	Cardio Equipment: Bike	1	Set of 2	\$1,600	\$1,600
Middle	H3	Bike mats	2	each	\$65	\$130
Middle	H3	Cardio Equipment: Treadmill	1	each	\$2,395	\$2,395
Middle	H3	Treadmill mat	2	each	\$69	\$138
Middle	H3	Cardio Equipment: Rower	1	each	\$1,600	\$1,600
Middle	H3	Stepper mats	2	each	\$50	\$100
Middle	H3	Cardio Equipment: Elliptical	1	each	\$2,800	\$2,800
Middle	H3	Wii Pack	1	each	\$8,200	\$8,200
Middle	H3	Canoes	8	each	\$1,000	\$8,000
Middle	H3	Canoe paddles	20	each	\$30	\$600
Middle	H3	Life jackets	25	each	\$65	\$1,625
Middle	H3	Kayaks	10	each	\$900	\$9,000
Middle	H3	Kayak paddles	12	each	\$79	\$948
Middle	H3	Canoe/Kayak Trailer	1	each	\$3,100	\$3,100
Middle	H3	Ice Skates	30	each	\$90	\$2,700
Middle	H3	Ice Skate guards	30	each	\$5	\$150
Middle	H3	Foam Mats	3	each	\$315	\$945
Middle	H3	Ice Rink	1	each	\$6,000	\$6,000
Elementary	H3	Jump ropes, 7ft	4	Each	\$15	\$60
Elementary	H3	Jump Rope Rack	1	Each	\$130	\$130
Elementary	H3	Twist Jumpers	2	Each	\$19	\$38
Elementary	H3	Sit and Reach Tester	2	Each	\$140	\$280
Elementary	H3	Cardio Kids Stepper	2	Each	\$1,500	\$3,000

Elementary	H3	Cardio Kids Recumbent Bike	8	Each	\$1,300	\$10,400
Elementary	H3	Cardio Kids Rower	2	Each	\$1,500	\$3,000
Elementary	H3	Cardio Kids Elliptical	2	Each	\$2,400	\$4,800
Elementary	H3	Indoor Climbing Net	1	Each	\$600	\$600
Elementary	H3	Net Hanging Hardware Package	1	each	\$1,300	\$1,300
Elementary	H3	Mats 6X12 Thick	2	each	\$1,145	\$2,290
Elementary	H3	Climbing Rope	2	each	\$229	\$458
Elementary	H3	Beam Clamp for Climbing Ropes	2	Each	\$84	\$168
Elementary	H3	Safety Cable	2	Each	\$35	\$70
Elementary	H3	Rope Hoist	2	Each	\$90	\$180
Middle	I1	Fly Fishing Kits (rod, reel, fly tie kits and books)	1	each	\$3,200	\$3,200
Middle	I1	Geocaching GPS	1	pack of 12	\$1,200	\$1,200
Middle	I1	Compass	1	pack of 12	\$230	\$230
Elementary	I1	Team Walkers	2	Each	\$170	\$340
Elementary	I1	Object Retrieval System	1	Each	\$140	\$140
Elementary	I1	Cooperative Maze Game	1	Each	\$85	\$85
Elementary	I1	Project Adventure Pipeline Kit	4	Sets	\$90	\$360
Elementary	I1	Travel Logs	4	Each	\$55	\$220
Elementary	I1	Running Man	2	Each	\$90	\$180
Middle	Overarching	TV Wall Mount	1	each	\$150	\$150
Middle	Overarching	32 inch TV	1	each	\$600	\$600
Middle	Overarching	Stereo	1	each	\$300	\$300
Middle	Overarching	Storage Shed	1	each	\$5,000	\$5,000
Elementary	Overarching	Storage Shed	1	each	\$1,200	\$1,200
Middle	Overarching	32" Television	1	each	\$330	\$330
Middle	Overarching	DVD/VCR Combo	1	each	\$100	\$100
Middle	Overarching	Mobile TV Stand	1	each	\$299	\$299

Karen D. Caprio

(b)(6)

Education:

2008 CAS Educational Leadership, University of New England

1990 MA in Educational Administration, University of Southern Maine

BS in Elementary Education/English, University of Maine at Farmington

Experience:

2003-Present Director of Curriculum and Staff Development MSAD #15, Gray, Maine 04039 (207) 657-9206

- Implementation of a proficiency based education system
- Worked to refine and implement the Local Assessment System
- Managed Federal and State Grants: NCLB, PPPD, PAL Grants
- Plan and manage staff development opportunities for K-12 Teaching and Support
Staff aligned with district vision and goals
- Middle School Improvement Team Planning with Maine Department of Education
- Manage budget for Health and District Instruction
- Co-chair of Technology Committee & District Improvement Committee
- Title 1 Coordinator
- Administrative Certification Representative
- Teacher Certification Team
- Program Reviewer

2002-2003: Distinguished Educator for the Department of Education; Augusta, Maine

Worked as part of the project team to develop and deploy the Maine Education Data Management System (MEDMS) to be used in all Maine schools.

2002-University of New England; Intern Supervisor

Supervised and mentored ten interns through their student teaching experience

2000-2002 Grade 4 Teacher, Burchard Dunn School, New Gloucester, Maine

1996-2000 Principal, Memorial School, New Gloucester, Maine

Managed all aspects of a K-5 building with an annual budget of one million dollars and 40-50 staff, 400 students

Planned and coordinated curriculum improvements based on data analysis.

Increased parent involvement

Transformed school culture into a collaborative community focused on school improvement

Elementary Principal Collaborative introducing Literacy Initiative

1993-1996 Assistant Principal, Gray New Gloucester Middle School, Gray, Maine

Supported the mission of the school and the principal

1986-1993 Teacher Gray New Gloucester Middle School, Gray, Maine

1983-1986 Teacher Frye School, Lewiston, Maine

Recent Workshops and Conferences

- National Educational Technology Conference, Atlanta, Georgia
- PowerSchool University
- Northwest Evaluation Assessment (NWEA)
- Student Involved Classroom Assessment
- The Neuropsychology of Reading
- Universal Design for Learning: reaching and Teaching All Students
- Dibels Information Sharing
- Maine Math Science Alliance: Investigations Training
- Step Up To Writing
- Read 180
- Skillful Awareness
- Lexia
- Understanding By Design

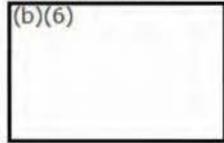
Additional Courses/Workshops

- AARBEC training 2003-04
- Administrative Liaison to Certification Committee
- NCLB updates 2004
- Local Assessment System Development 2003
- Project Management 2003
- Human Resource Management Coursework, 2000
- Microsoft Office: Win I and II, Word I and II, Access, Excel, PowerPoint and Internet 1999
- State of Maine Data Strategies 1999
- Systems Thinking 1998
- Management Team Building 1997
- Total Quality Management 1989

Professional Associations

ISTE
NSDC
ASCD
CCCAC
SMP
MCL

AMY L. BACON



Objective

My career objectives include gainful employment within a nutrition program which would include a supervisory position, nutrition education, or nutrition counseling.

Qualifications

My qualifications include extensive experience and education in restaurant and institutional food service performing duties in food production, menu planning, supervision and training of staff, inventory and ordering, staff management including hiring, firing, scheduling and payroll, and therapeutic diets.

Education

1975-1979 Gorham High School
Gorham, ME
High School diploma

1982-1984 Southern Maine Vocational Technical Institute
South Portland, ME
Associate of Applied Science, Hotel, Motel, and Restaurant Management

2003-2006 Southern Maine Community College
South Portland, ME
Associate of Applied Science, Dietetic Technology

Relevant Experience

2005-2007 Westbrook School Lunch Program
Wescott Jr. High School
Westbrook, ME
Food Service Manager

2000-2005 Westbrook School Lunch Program
Westbrook High School
Westbrook, ME
Production cook, school nutrition program

1993-2000 Ledgewood Manor
Windham, ME
Cook, Alternate Food Service Director

2007-2013 (current)
MSAD 15
School Nutrition Program
Food Service Supervisor
Gray, ME

- 1985-1986 Devonshire Manor
Portland, ME
Dietary Care Coordinator, Cook
- 1985 Elan One
Poland, ME
Cook
- 1984 Ocean Park Restaurant
Ocean Park, ME
Restaurant Manager
- 1983-1984 Rozzi's Old Firebarn and Restaurant
Windham, ME
Cook
- 1983 Jameson Tavern Restaurant
Freeport, ME
Cook
- 1981-1982 Gorham Station Restaurant
Cook

Other Experience

- 1986-1993 Homemaker and Mother
- 1995-2003 Home catering business for Windham Baptist Church, friends, and family.
- 1986-2005 Secretary, Treasurer, Bookkeeper
Lake Region Construction, Inc.
Windham, ME

References Available Upon Request

Dana Welch

(b)(6)

Education:

Saint Joseph's College of Maine. Bachelor of Science. Degree earned in May of 2004

Work Experience:

MSAD #15	Physical Education Teacher	September 2007- Present
	Substitute Teacher	January 2004 - March 2007
	Health Teacher Long-Term Sub (MS)	January 2005 - June 2005
	Health Teacher Long-Term Sub (HS)	April 2006 - June 2006

Windham School Dept.	Physical Education Teacher Long-Term Sub	March 2007 – June 2007
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Raymond School Dept.	Substitute Teacher	January 2003 – June 2004
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Other Relevant Work Experience:

L.L. Bean-Cashier and Operations Seasonal	June 2010 – February 2012
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Gray Recreation Department – Summer Camp Director	June 2002- August 2009
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Cumberland County YMCA – Fitness Instructor and Youth Counselor	January 2005 – January 2007
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Turning Point Farm Group Home – Youth Counselor	March 2005 – August 2005
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Sebago Place Group Home – Youth Counselor	January 2004 – March 2007
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Other ways in which I am involved in the school community:

Soccer Coach

Basketball Coach (boys and girls)

Track Coach (head coach)

Dance Chaperone

Rapid Journey Expeditionary Learning Volunteer (Allagash River Canoe Trip)

Wellness Days

Countless volunteer hours for The Gray Recreation Department

References:

Geoff Robbins	Dunn Elementary School Principal	657-5050
Dale Sanders	GNGMS Phys. Ed. Teacher	657-4674
Susan Robbins	Athletic Director-Yarmouth High School	846-2329
Adam Smith	Health/PE Teacher and Coach	846-5535
Gary Groves	Athletic Director-Gray-New Gloucester	657-9311

Self statement:

As a teacher and community member I feel as though I offer more than most other candidates. I have a wide variety of experiences in many facets of general and physical education, I work selflessly to provide student athletes with additional opportunities. I assist with other non-athletic opportunities and I strive to build a strong rapport with all students. Above all, I am a team player.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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SAMPLE PROGRAM SPECIFIC ASSURANCE

Agency Name: Maine School Administrative District 15 **DUNS #** 030522916

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

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

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

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

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

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

Coordinated School Health Program

Team Nutrition Training Grant

Recovery Act Communities Putting Prevention to Work – Community Initiative

Others not listed here

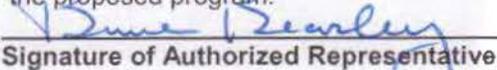
We do not have any ongoing initiatives at this time in our community but will coordinate with any that may be initiated during the program period

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

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

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

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


Signature of Authorized Representative

Superintendent
Title

Maine School Administrative District 15
Applicant Organization

4/11/2013
Date Submitted

Agency Name: MSAD #15 DUNS # 030522916

LEA Partner

LEA Authorized Representative Name: **Bruce Beasley, Superintendent, MSAD #15**

Roles and Responsibilities:

- Serve as PEP grant lead agency,
- Manage project plan implementation to ensure grant goals and objectives are met,
- Ensure effective and timely financial management and reporting,
- Coordinate agreed upon partnership contributions,
- Supervise grant personnel,
- Coordinate/manage grant evaluation process,
- Coordinate *PEP Up Patriot Health* project implementation with community initiatives and priorities, and
- Manage internal partnership with the food services department and adult education program.

Contribution to the Project:

- Contribute toward in kind match including, but not limited to, staff time to support above roles and responsibilities,
- Physical space for grant staff.

This agreement is in support of MSAD #15's *PEP Up Patriot Health* project and was developed as a result of ongoing and meaningful consultation between the required partners.

(b)(6)

Signature of LEA's Authorized Representative: _____

Dated: _____

4/10/13

Agency Name: MSAD #15 DUNS # 030522916

LEA's Food Service or Child Nutrition Director

Food Service or Child Nutrition Director Name: **Amy Bacon, Food Services Director, MSAD #15**

Roles and Responsibilities:

- Provide technical assistance to nutrition education development and implementation,
- Implement menu labeling/point of purchase promotion programs in district cafeterias and vending machines.
- Implement district's Wellness and Competitive Foods Policies in all district a la carte programs,
- Provide ongoing support and technical assistance in implementing the district's Wellness and Competitive Foods Policies in school building and by school sponsored organizations.
- Collaborate to establish cafeteria-classroom education programming.

Contribution to the Project

- Contribute to in kind match including, but not limited to, staff time to support above roles and responsibilities

This agreement is in support of *PEP Up Patriot Health Project* and was developed as a result of ongoing and meaningful consultation between the required partners.

(b)(6)

Signature of Food Services Director:

Dated: April 8, 2013



Agency Name: Maine School Administrative District #15 **DUNS #** 030522916

Partner Name: **Ronald Brann, Director, Adult Education, MSAD #15**

MSAD #15's Adult and Community Education Program mission and vision are to provide opportunities for continued growth of community members through high school completion programs, career and college readiness programs, as well as enrichment programs for participants to expand their abilities in many different areas including health, nutrition and fitness.

Roles and Responsibilities:

- Serve on the PEP Up Patriot Health Leadership Team
- Coordinate program offerings with PEP Up Patriot Health Project and other community partners as part of the Robust Community work
- Work with school staff to coordinate programming with school nutrition and physical education curriculum
- Collaborate with MSAD #15 and other community partners to unify membership applications and reduce barriers to participation
- Grow programming in the areas of health, nutrition and fitness

Contributions to the Project:

- Staff time to fulfill above roles and responsibilities
- Provide programming opportunities in the community

This agreement is in support of Maine School Administrative District #15's PEP Up Patriot Health project and was developed as a result of ongoing and meaningful consultation between partners.

(b)(6)

Signature of Representative _____

Dated: 4/8/13

P.O. Box 1079, 10 Libby Hill Rd.
Gray, ME 04039

207-657-2620
rbrann@sad15.org

Ronald G. Brann, BS, MBA
Director



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Health & Human Services Department
Douglas S. Gardner, Director

Public Health Division
Julianne Sullivan, MPH, MBA, Director

Agency Name: Maine School Administrative District #15 **DUNS #** 030522916

Public Health Entity Partner

Public Health Partner Name: **Julianne Sullivan, Director, City of Portland Public Health Division**

The City of Portland Health and Human Services, Public Health Division's Healthy Casco Bay Program is the local public health authority for the town of Gray and New Gloucester under the state of Maine's Healthy Maine Partnership Program. Healthy Casco Bay's work includes supporting schools in implementing policies and systems changes to support healthy school and community environments, especially in the areas of nutrition, physical activity, and tobacco.

Roles and Responsibilities:

- Serve as the Healthy Maine Partnership lead agency
- Serve on the PEP Up Patriot Health Leadership Team
- Collective sharing of relevant data collection and analysis
- Provide technical assistance for nutrition curriculum development and implementation (resources and information)
- Provide technical support and consultation to support nutrition and physical activity policy development and implementation
- Provide technical support and consultation for implementation of school-based physical activity and nutrition programs such as 5210 and Cooking Matters

Contributions to the Project:

- Staff time to fulfill above roles and responsibilities
- Resources to implement programming and policies

This agreement is in support of Maine School Administrative District #15's PEP Up Patriot Health project and was developed as a result of ongoing and meaningful consultation between partners.

Signature of Public Health Entity's Authorized Representative:

(b)(6)

Julianne Sullivan, MBA, MPH
Director, Public Health Division

Date

4/8/13

389 Congress Street • Portland, Maine 04101-3509 • Ph (207) 874-8784 • Fx (207) 874-8913 • TTY (207) 874-8936

Agency Name: Maine School Administrative District #15

DUNS #030522916

Head of Local Government Partner

Head of Local Government Partner Name: **Town Of New Gloucester**
385 Intervale Road
New Gloucester, ME 04260
www.newgloucester.com

The Town of New Gloucester was incorporated in 1774 and has a rich history of agriculture, lumbering, and trade. Today, New Gloucester is home to historic institutions, agriculture producers, artisans, and other business – all located in a rural setting featuring breathtaking natural resources. The Town of New Gloucester is one of two towns served by the Maine School Administrative District #15, with two elementary schools located within the town. The Town of New Gloucester provides municipal and programmatic services to the schools and the town.

Roles & Responsibilities:

- Recreation Department representative serve on the *PEP Up Patriot Health* leadership team
- Town leadership representative serve on the *PEP Up Patriot Health* leadership team.
- Coordinate town activities, as appropriate, with *PEP Up Patriot Health* project
- Support facilities and infrastructure work, as feasible, with *PEP Up Patriot Health* project
- Coordinate facilities and infrastructure priorities and planning, as feasible, with *PEP Up Patriot Health* project
- Coordinate Recreation Department activities with the *PEP Up Patriot Health* project and other community partners
- Explore streamlining paper work and membership with school procedures
- Coordinate and collaborate on equipment and facility sharing with MSAD #15 school programs

Contribution(s) to the Project:

- In kind staff time to support above roles and responsibilities
- Town services, as feasible and appropriate, to support above roles and responsibilities.

This agreement in support of MSAD #15's *PEP Up Patriot Health* project and was developed through meaningful consultation between the Town of New Gloucester, Maine and MSAD #15.

Signature of Head of Local Government Partner's Authorized Representative:

(b)(6)

Sumner M. Field III, Town Manager

4/9/13
Date

Agency Name: Maine School Administrative District #15 **DUNS #** 030522916

Community Based Organization Partner

Partner Name: **Marion Doyle, Program Director, WinterKids**

WinterKids is a Portland-based community organization working to help children statewide to develop healthy lifelong habits through fun, outdoor winter activity. WinterKids has been a leader for over 15 years supporting integration of outdoor active learning techniques into the classroom and reducing barriers for families to participate in outdoor winter activities.

WinterKids supports Maine School Administrative District #15's *PEP Up Patriot Health* project. This agreement was developed as a result of ongoing and meaningful consultation between partners. In support of the project, WinterKids will agree to provide technical assistance to develop and implementation of outdoor winter learning into the physical education and health curriculum. Such technical assistance may include:

- Consultation on equipment selection and purchasing
- Training for staff on implementing winter outdoor education
- Training for staff on maintenance of the winter equipment
- Resources and materials for integrating outdoor winter active learning techniques into the classroom

Signature of Community Based Organization's Authorized Representative:

(b)(6)

Dated: 4/10/13

Agency Name: Maine School Administrative District #15

DUNS #030522916

Community Based Organization Partner

Community Based Organization Partner Name: **Patriot Grandstand Club**
92 Mayberry Road
Gray, ME 04039
www.gngfootball.org

The Patriot Grandstand Club is a 501 (c) 3 nonprofit charitable organization which sponsors the Patriots Football Programs in the towns of Gray and New Gloucester serving young athletes entering 1st through 12th grade. The Club's goal is to enable young athletes to enjoy the game of football, while promoting good sportsmanship, teamwork, physical fitness, strong academic achievement, and self-confidence.

Roles & Responsibilities:

Coordinate efforts with other community organizations and the *PEP Up Patriot Health* project
Support school policy and procedures revisions to support healthy eating

This agreement is in support of Maine School Administrative District #15's *PEP Up Patriot Health!* project and was developed after timely and meaningful consultation between the Patriot Grandstand Club and MSAD 15 in support of these efforts.

Signature of Community Based Organization's (CBO) Authorized Representative:

(b)(6)

Shad Hall, President

4/5/2013

Date

Agency Name: Maine School Administrative District #15

DUNS #030522916

Community Based Organization Partner

Community Based Organization Partner Name:

Patriot Parents PTO

332 Shaker Road

Gray, Maine 04039

www.patriotparentspto.org

The Patriot Parents PTO is a 501(c)3 organization whose purpose is to strengthen, enhance, and encourage the educational and social environment of the schools in Gray and New Gloucester. Its goals are to complement the school curriculum with additional opportunities for parents, teachers, and students to learn, socialize, communicate and grow.

Gray New Gloucester Patriot Parents PTO is pleased to recognize the partnership between our organization and the administration, faculty, and students of MSAD15. Never in the history of our towns has there been more synergy between the schools and the community.

These partnerships come in many forms, in 2012-2013 the PTO worked hand-in-hand with school district leadership to create reading gardens, organize teacher appreciation days, enhance playgrounds, bring authors and speakers into the classrooms, offer healthy alternatives for students, fund project graduation, and build unbelievable community events.

Patriot Parents remains proud of our past but more importantly excited about our future. The success of our organization can be measured solely by the cooperative spirit with which parents, teachers, and the administration work together to share their concern for Gray and New Gloucester's students. In turn, the appreciation and pride they show toward MSAD15 and the opportunities we give them is our reward. We are pleased to say, "Together" we have found great success, yet it only marks the beginning of the groundswell which has begun in our community.

This agreement is in support of Maine School Administrative District #15's *PEP Up Patriot Health* project and was developed after meaningful consultation between the Patriot Parents PTO and MSAD #15 in support of these efforts.

Our Commitment to the Projects Roles and Responsibilities:

- Provide after school non-competitive physical activity programs
- Coordinate efforts with other community organizations and the *PEP Up Patriot Health* project
- Support school policy and procedures revisions to support healthy eating
- Serve on the *PEP Up Patriot Health* Leadership Team
- Donate a percent of proceeds from the Patriot 5K towards *PEP Up Patriot Health* project matching requirements

Finally, of note is that our schools and communities want healthy initiatives. Our towns 4th Annual 5k Road Race will max out this year at 1,000 runners - our inaugural event was just 300 people. To date, we have 600 registrants, of those, 450 are Gray New Gloucester residents! Of the 150 that are not from our towns, about half are teachers and faculty that live in other towns but work in the district. It is clear we have the desire - we only lack the support to bring more great programs to fruition.

Respectfully Submitted

(b)(6)

4-9-13

Michael Smith, President, Patriot Parents PTO

Agency Name: Maine School Administrative District #15

DUNS #030522916

Community Based Organization Partner

Community Based Organization Partner Name: **GNG Athletic Boosters**
10 Libby Hill Road
Gray, ME 04039

The GNG Athletic Boosters is a 501 (c) 3 non profit organization which provides support to all MSAD 15 student-athletes. We encourage student-athletes to play with integrity, grace, and respect for opponents, their fans and the officials of the game.

Roles & Responsibilities:

- Coordinate efforts with other community organizations and the *PEP Up Patriot Health* project
- Support school policy and procedures revisions to support healthy eating
- Support implementation and oversight of *PEP Up Patriot Health* project through the Co-Curricular council

Contributions:

- Volunteer time to meet above roles and responsibilities.
- Provide financial support for athletic and fitness summer programming, available to all high school students free of charge.

This agreement is in support of Maine School Administrative District #15's *PEP Up Patriot Health!* project and was developed after timely and meaningful consultation between the GNG Athletic Boosters and MSAD #15 in support of these efforts.

Signature of Community Based Organization's (CBO) Authorized Representative:

(b)(6)

[Redacted Signature]

Peter March, President

4-8-2013

Date

Agency Name: Maine School Administrative District #15

DUNS #030522916

Community Based Organization Partner

Community Based Organization Partner Name: **Gray Community Endowment, Inc.**
P.O. Box 1376
Gray, ME 04039
www.gcemaine.org/about-gce

Gray Community Endowment, Inc. (GCE) is a 501c3 nonprofit established in 2001; our mission is to provide strategic leadership and resources to help make Gray a healthy, vibrant, and sustainable community. GCE led the effort to establish a network of trails on Libby Hill, behind the Middle School. We negotiated donations of land, created the Friends of Libby Hill to serve as trail stewards, and successfully raised \$160,000 from the Land for Maine's Future Fund, foundations, corporations, and local donors to buy a 29 acre parcel that was critical to the integrity of the Libby Hill trail network. The trails are free and open to the public, and offer year-round opportunities for running, walking, mountain biking, dogwalking, cross country skiing, snowshoeing, and horseback riding. They are widely used by residents of Gray and surrounding communities, as well as by the Middle and High School cross country running and Nordic ski teams.

Roles & Responsibilities:

- Support implementation of community trails and geocaching opportunities
- Support efforts to increase trail interconnectivity
- Coordinate community Bicycle/Pedestrian planning, including supporting School Travel Planning and Safe Routes to School

Contribution(s) to the Project:

- Volunteer time to support above roles and responsibilities
- Community funding opportunities, as possible and appropriate

This agreement is in support of Maine School Administrative District #15's *PEP Up Patriot Health* project and was developed after meaningful consultation between GCE and MSAD #15.

Signature of Community Based Organization's (CBO) Authorized Representative:

(b)(6)

Anne Gass, President

4-8-13

Date

Agency Name: Maine School Administrative District #15 **DUNS #** 030522916

Community Based Organization Partner

Public Health Partner Name: **Anne-Marie Brown, Executive Director, Pineland Branch, YMCA of Southern Maine**

The Pineland Branch of the Southern Maine YMCA is located in New Gloucester, Maine. The YMCA of Southern Maine is committed to building strong kids, individuals, families, and communities through programs and services that promote a healthy spirit, mind, and body for all, regardless of ability to pay.

Roles and Responsibilities:

- Serve on the PEP Up Patriot Health Leadership Team
- Coordinate program offerings with PEP Up Patriot Health Project and other community partners as part of the Robust Community work
- Work with school staff to coordinate programming with school nutrition and physical education curriculum
- Coordinate with MSAD #15 to provide co-curricular opportunities for students
- Collaborate with MSAD #15 and other community partners to unify membership applications and reduce barriers to participation

Contributions to the Project:

- Staff time to fulfill above roles and responsibilities
- Provide programming opportunities in the community

This agreement is in support of Maine School Administrative District #15's PEP Up Patriot Health project and was developed as a result of ongoing and meaningful consultation between partners.

Signature of Community Based Organization's Authorized Representative:

(b)(6)


Dated: 4/9/13 _____

Agency Name: Maine School Administrative District #15

DUNS #030522916

Head of Local Government Partner

Head of Local Government Partner Name:

Town of Gray
24 Main Street
Gray, ME 04039
www.graymaine.org

The Town of Gray is a rural community of 7,800 people incorporated in 1778. The town is primarily residential and consists of many square miles of pristine forest and lakes. The Town of Gray is one of two towns served by the Maine School Administrative District #15, with one elementary school as well as the middle and high schools located within the town. The Town of Gray provides municipal services and programmatic services to the schools and the town.

Roles & Responsibilities:

- Recreation Department representative serve on the *PEP Up Patriot Health* leadership team
- Town leadership representative serve on the *PEP Up Patriot Health* leadership team.
- Coordinate town activities, as appropriate, with *PEP Up Patriot Health* project
- Support facilities and infrastructure work, as feasible, with *PEP Up Patriot Health* project
- Coordinate facilities and infrastructure priorities and planning, as feasible, with *PEP Up Patriot Health* project
- Coordinate Recreation Department activities with the *PEP Up Patriot Health* project and other community partners
- Explore streamlining paper work and membership with school procedures
- Coordinate and collaborate on equipment and facility sharing with MSAD #15 school programs

Contribution(s) to the Project:

- In kind staff time to support above roles and responsibilities
- Town services, as feasible and appropriate, to support above roles and responsibilities (such as fire department to flood ice rinks)

This agreement in support of MSAD #15's *PEP Up Patriot Health* project and was developed through meaningful consultation between the Town of Gray, Maine and MSAD #15.

Signature of Head of Local Government Partner's Authorized Representative:

(b)(6)

Deborah Cabana, Town Manager

April 8, 2013
Date

Agency Name: Maine School Administrative District #15 **DUNS #** 030522916

Community Based Organization Partner

Partner Name: **Sarah Cushman, Southern Maine Planner, Maine Safe Routes to School Program**

The Maine Safe Routes to School – Walk and Bike to School Program is a stateside partnership of the Maine Department of Transportation, the Bicycle Coalition of Maine, and communities across the state to increase bicycling and waking to school for improved public safety, public health, fiscal responsibility, and a cleaner environment. The Maine Safe Routes to School Program communicates valuable Walk and Bike to School information, builds Walk and Bike to School partnerships with schools, parents, health advocates, and community members; provides guidance and technical support for Safety Education, School Travel Plans and Walk and Bike to School programming; and funds construction and programming projects to reduce safety barriers for students walking and bicycling.

Roles and Responsibilities:

- Consultation and technical assistance for School Travel Planning
- Technical assistance for the Maine Safe Routes to School portion of PEP Up Patriot Health
- Consultation and training for curricular elements supporting safe walking and bicycling

Contributions to the Project:

- Program staff time to fulfill above roles and responsibilities
- Material resources, as available, to implement Walk and Bike to School programs
- Mini grant opportunities statewide, as available

This agreement is to offer technical assistance for the Safe Routes to School portions of the Maine School Administrative District #15’s PEP Up Patriot Health project and was developed as a result of ongoing and meaningful consultation between the required partners.

Signature of Community Based Organization’s Authorized Representative:

Dated: _____

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

MSAD #15 – PEP Up Patriot Health Project				
Budget Narrative				
Items	Year One	Year Two	Year Three	Goal/Obj/Act
1. Personnel				
Grant Director 1 FTE (3% increase per year) Responsibilities detailed in application narrative including managing implementation of grant goals, objectives, and activities; managing sub-contracts and grant staff; and coordinating federal requirements and reporting.	\$42,500	\$43,775	\$45,088	All
Physical Education and Health Teachers .3 FTE Lead PE Teacher in Yr. 1, 75% of 3.3 FTE PE/Health Teachers Yr. 2 & 3 implementing added minutes of instruction. Lead PE Teacher oversee added minutes of instructional time and curriculum assessment work. Added PE and Health teachers implementing additional minutes of nutrition and physical education.	\$11,000	\$91,500	\$91,500	A1a & B1b
Nutrition Curriculum & Assessment Development Substitute Teachers 5 Teachers, 4 days in Yr. 1; 10 Teachers, 2 days in Yr. 2 & 3; @ \$100 per sub per day. For Health and classroom teachers release to work on development and implementation of grant goals and objectives.	\$2,000	\$2,000	\$2,000	B1b
Physical Education Curriculum & Assessment Development Substitute Teachers 6 Teachers, 4 days in Yr. 1; 7 Teachers, 2 days in Yr. 2 & 3; @ \$100 per sub per day. For PE teachers release to work on development and implementation of grant goals and objectives.	\$2,400	\$1,400	\$1,400	A1b & A1d
AAHPERD National Convention Substitute Teachers (Including Physical Best Instructor Training in Yr. 3) 8 Teachers, 5 days in Yr. 1; 11 Teachers, 5 days in Yr. 2 & 3; @ \$100 per sub per day. For PE and Health Teachers to improve professional practice through participation in the national conference.	\$4,000	\$5,500	\$5,500	A1c & B1c
District Physical Education Summer Professional Development NASPE Physical Best and Pipeline Trainings – 6 Teachers, 6 hours summer work @ \$23/hr in Yr. 1; 7 Teachers, 6 hours summer work @ \$23/hr in Yr. 2 & 3. For PE Teachers to improve professional practice through participation in nationally recognized	\$828	\$966	\$966	A1c

professional development programs.				
District Nutrition Education Professional Development Substitute Teachers 2 Teachers, 1 day in Yr. 1; 7 Teachers, 1 day in Yr. 2 & 3; @ \$100 per sub per day. For Health and Classroom teachers to attend the Comprehensive School Health Education conference to improve professional practice.	\$200	\$700	\$700	B1c
Co-Curricular Stipends One Outdoor Adventure Club stipend in Yr. 2, Three Outdoor Adventure Club stipend in Yr. 3, @ \$1,500 per stipend per year. Implementation of Outdoor Adventure Club, one each at elementary, middle, and high school.	\$0	\$1,500	\$4,500	A2e
Bus Driver Activity Late Bus 3 hrs per day @ \$15 per hour, 4 days per week; 15 weeks in Yr. 1, 30 weeks in Yrs. 2 & 3. To reduce barriers to participating in co-curricular and community physical activity and nutrition education opportunities. Buses transport students from school to community sites after school and transport students from school and community sites to strategic locations in the community for parent pick up.	\$2,700	\$5,400	\$5,400	
Personnel Subtotal	\$65,628	\$152,741	\$157,054	
2. Fringe Benefits				
Fringe Rate Staff @ 30% , Grant Director, PE & Health Teachers, & Bus Driver	\$16,860	\$42,203	\$42,596	n/a
Fringe Substitute Teachers @ 20.6%	\$1,772	\$1,978	\$1,978	n/a
Fringe Benefits Subtotal	\$18,632	\$44,181	\$44,574	
3. Travel				
PEP New Grantee Meeting Washington DC – Airfare @ \$700, Ground travel @ \$100, hotel 2 nights @ \$150 per night for 2 staff in Yr. 1. Grant requirement.	\$2,200	\$0	\$0	n/a
MAHPERD State Convention 2 nights lodging double occupancy @ \$160, conference meal plan @ \$150 per person. 8 Teachers and 640 vehicle miles in Yr. 1; 11 Teachers and 800 vehicle miles in Yr. 2 & 3. For PE and Health Teachers to improve professional practice through participation in the state conference.	\$2,806	\$3,978	\$3,978	A1c & B1c
AAHPERD National Convention Missouri - Yr. 1, 8 teachers, \$700 airfare each, \$100 ground	\$17,200	\$27,700	\$23,300	A1c & B1c

travel each, \$100 meals per person per day for 6 days, , \$250 lodging per night double occupancy; Washington – Yr. 2, 11 teachers, \$1,000 airfare each, \$100 ground travel each, \$100 meals per person per day for 6 days, \$250 lodging per night double occupancy 6 nights; Minnesota – Yr. 3, 11 teachers, \$600 airfare each, \$100 ground travel each, \$100 meals per person per day for 6 days, \$250 lodging per night double occupancy 6 nights. For PE and Health Teachers to improve professional practice through participation in the national conference.				
District Nutrition Education Professional Development Mileage Comprehensive School Health Education workshop, 100 vehicle miles in Yr. 1; 300 vehicle miles in Yr. 2 & 3, @ \$.51 per mile. For Health and Classroom teachers to attend the Comprehensive School Health Education conference to improve professional practice.	\$51	\$153	\$153	B1c
Travel Subtotal	\$22,257	\$31,831	\$27,431	
4. Equipment				
Evaluation – equipment necessary to implement the evaluation plan (See Appendix for an itemized list)	\$27,500	\$0	\$0	C2c
Health Standard A: Health Concepts – equipment to facilitate student achievement in Standard A (See Appendix for an itemized list)	\$2,986	\$0	\$0	B1b
Health Standard C1: Healthy Practices and Behaviors – equipment to facilitate student achievement in Standard C1 (See Appendix for an itemized list)	\$13,667	\$0	\$0	B1b
PE Standard G: Movement & Motor Skills - Equipment to facilitate student achievement in Standard G (See Appendix for an itemized list)	\$132,744	\$0	\$0	A1d
PE Standard H: Physical Fitness Activities and Knowledge - Equipment to facilitate student achievement in Standard H (See Appendix for an itemized list)	\$135,805	\$0	\$0	A1d
PE Standard I: Personal and Social Skills and Knowledge - Equipment to facilitate student achievement in Standard I (See Appendix for an itemized list)	\$5,955	\$0	\$0	A1d
Overarching Health/PE Standards - equipment to facilitate student safety and performance in all	\$7,979	\$0	\$0	A1d & B1b

Standards (See Appendix for an itemized list)				
Equipment Subtotal	\$326,636	\$0	\$0	
5. Supplies				
Health Standard C1: Healthy Practices and Behaviors – 5 a day fruit and veggie tracker bands, one per student grades K-4, 900 per year @ \$3 each. Bracelets worn by children to track daily intake of fruits and vegetables.	\$2,700	\$2,700	\$2,700	B1b
Supplies Subtotal	\$2,700	\$2,700	\$2,700	
6. Contractual				
Bicycle Coalition of Maine – consulting, technical assistance, and training for implementation of comprehensive biking program and equipment maintenance	\$15,000	\$10,000	\$5,000	A1d
WinterKids – consulting, technical assistance, and training for implementation of outdoor adventure winter activities and equipment maintenance	\$3,000	\$0	\$1,000	A1d
External Evaluator - implementation of the project evaluation plan. Responsibilities detailed in project narrative and include augmentation of evaluation tools to all ages, training for data collectors, data collection support, data analysis, and reporting.	\$5,000	\$5,000	\$5,000	C
Contractual Subtotal	\$23,000	\$15,000	\$11,000	
8. Other				
AAHPERD - Conference Registration (Yr 1 - 8 people; Yr 2 & 3 – 11 people; @ \$350/person). For PE and Health Teachers to improve professional practice through participation in the national conference.	\$2,800	\$3,850	\$3,850	A1c & B1c
MAHPERD Conference Registration (Yr 1 – 8 people; Yr 2 & 3 – 11 people; @ \$100/person). For PE and Health Teachers to improve professional practice through participation in the state conference.	\$800	\$1,100	\$1,100	A1c & B1c
Physical Best Training Fee Onsite training fee @ \$2,500 in Yr 1. For PE Teachers to improve professional practice through participation in nationally recognized professional development programs.	\$2,500	\$0	\$0	A1c
Pipeline Workshop Fees Onsite training @ \$2,500, 1 each in Yr 2 & 3. For PE Teachers to	\$0	\$2,500	\$2,500	A1c

improve professional practice through participation in nationally recognized professional development programs.				
Physical Best Instructor Training – Registration fee (2 people @ \$250/person). To train staff instructors to be prepared to continue PE teacher training beyond the project period.	\$0	\$0	\$500	A1c
Comprehensive School Health Education Workshop – Conference Registration (Yr 1 – 2 people; Yr. 2 & 3 – 7 people; @ \$50/person). For Health and Classroom teachers to attend the Comprehensive School Health Education conference to improve professional practice.	\$100	\$350	\$350	B1c
Printing Community Healthy Living Guide \$.25 per copy Yr 1 – 2 printings, 2000 copies each; Yr. 2 & 3, 4 printings, 5000 copies each. To promote a collective of nutrition and physical activity opportunities available throughout the community through a collaborative listing of partner organizations events.	\$1,000	\$5,000	\$5,000	A2b
Other Subtotal	\$7,200	\$12,800	\$13,300	
TOTAL COSTS	\$466,053	\$259,253	\$256,059	

MSAD #15 – PEP Up Patriot Health Project				
Match Narrative				
Items	Year One	Year Two	Year Three	Goal or Object.
Personnel				
(b)(4)				

Book Keeper – .1 FTE in year 1, .05 in Yr. 2 & 3; Annual Salary. Fiscal management, accounting, administrative support, and reporting.	\$4,012	\$2,006	\$2,006	n/a
Athletic Director – .1 FTE Yrs. 1-3; Annual Salary \$75,786. Participate in Leadership Team, consult for curriculum and assessment development, and facilitating co-curricular connections with curriculum.	\$7,579	\$7,579	\$7,579	A
Health and PE Teachers – 25% of salary costs for 3 FTE added Health and PE Teacher positions in Yrs 2 & 3. Teachers will implement added minutes of nutrition and physical education.	\$0	\$30,328	\$30,328	A1a & B1b
Health and PE Teacher Early Release Time – 2 hours per month, 10 months per year in Yr 1; 4 hours per month, 10 months per year in Yrs 2 & 3. Releasing teacher from school-level professional development obligations to dedicate time to implementation of project goals and objectives.	\$4,829	\$9,658	\$9,658	A1 & B1
Personnel Subtotal	\$44,266	\$72,267	\$69,853	
Fringe Benefits				
Fringe Project Staff @ 30%	\$12,280	\$21,680	\$20,956	n/a
Fringe Benefits Subtotal	\$13,280	\$21,680	\$20,956	
Other				
APE Certification Courses – 2 university courses per year @ \$837 plus \$200 materials. PE teachers require only one university course each to be Adaptive Physical Education Certified Teachers. The district will pay for two teachers per year to complete the course for certification.	\$2,074	\$2,074	\$2,074	A1c
Other Subtotal	\$2,074	\$2,074	\$2,074	
TOTAL MATCH	(b)(4)			
Percent Match				

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

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

Name of Institution/Organization

Maine School Administrative District 15

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	65,628.00	152,741.00	157,054.00			375,423.00
2. Fringe Benefits	18,632.00	44,180.00	44,574.00			107,386.00
3. Travel	22,257.00	31,831.00	27,431.00			81,519.00
4. Equipment	326,636.00	0.00	0.00			326,636.00
5. Supplies	2,700.00	2,700.00	2,700.00			8,100.00
6. Contractual	23,000.00	15,000.00	11,000.00			49,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	7,200.00	12,800.00	13,300.00			33,300.00
9. Total Direct Costs (lines 1-8)	466,053.00	259,252.00	256,059.00			981,364.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	466,053.00	259,252.00	256,059.00			981,364.00

***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 Maine School Administrative District 15	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:	First Name:	Middle Name:	Last Name:	Suffix:
	Bruce		Beasley	

Address:

Street1:	14 Shaker Road
Street2:	
City:	Gray
County:	
State:	ME: Maine
Zip Code:	04039-9701
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
2076573335	

Email Address:

bbeasley@sad15.org

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
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