

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 # S215F130232

Grants.gov Tracking#: GRANT11379223

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"/>
--	--

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

State Use Only:

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

B. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="156002428"/>	* c. Organizational DUNS: <input type="text" value="0944025830000"/>
---	---

d. Address:

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

e. Organizational Unit:

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

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

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

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="607-535-3254"/>	Fax Number: <input type="text" value="607-535-3204"/>
---	---

* 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.):

Add Attachment

Delete Attachment

View Attachment

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

Physical activity Is Vital to Our Tomorrow (PIVOT) Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Meachele Manchester	Superintendent of Schools
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Watkins Glen Central School District	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
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

* Signature:

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

Title: Telephone No.: Date:

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

PROGRAM GEPA STATEMENT.pdf

Add Attachment

Delete Attachment

View Attachment

PROGRAM GEPA STATEMENT

General Education Provisions Act (GEPA) Section 427 – Section 427 requires each applicant 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.

The Board of Education of the Watkins Glen Central School District fully endorses and implements all laws and regulations of the United States and the State of New York that guarantee equitable access, or participation in any federally-assisted program for students, teachers, and other program beneficiaries with special needs. These efforts include district policies and practices to remove and prohibit barriers including discrimination based on race, color, creed, national origin, political affiliation, gender, age, marital status, sexual orientation, veteran status, or disability. The district will continue to require that all district employees serving children with special needs are committed to ensuring every child has the opportunity to receive any and all services available, which will enable each child to grow and learn in the least restrictive environment. Physical education staff will provide adaptive equipment and/or modify content, as needed, to allow for maximum participation by students who are temporarily or permanently unable to participate in the regular physical education program.

In order to meet the needs of every student, regardless of physical ability, gender, or disabilities, the *PIVOT Project* will offer a range of non-competitive physical activities that encourage participation, build confidence, and provide appropriate accommodations for a diverse population of students. For example, the Elementary Fitness Room will include interactive Sportwalls and Kin-Balls to increase physical activity among students who tend to be less active and differentiate for students with special needs. Personal fitness will be emphasized rather than competitive sports. Before and after school program activities will be open to all students and will provide an informal setting for building new skills and having fun with peers. Physical education class will become a place where all students can fully participate and find enjoyment.

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		
<input style="width: 100%;" type="text" value="Watkins Glen Central School District"/>		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: <input style="width: 100px;" type="text" value="Mr."/>	* First Name: <input style="width: 200px;" type="text" value="Thomas"/>	Middle Name: <input style="width: 150px;" type="text" value="J."/>
* Last Name: <input style="width: 300px;" type="text" value="Phillips"/>	Suffix: <input style="width: 100px;" type="text"/>	
* Title: <input style="width: 250px;" type="text" value="Superintendent of Schools"/>		
* SIGNATURE: <input style="width: 300px;" type="text" value="Xeachele Manchester"/>	* DATE: <input style="width: 150px;" type="text" value="04/12/2013"/>	

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Physical Activity Is Vital to Our Tomorrow (PIVOT) Project
PROGRAM ABSTRACT

The Watkins Glen Central School District (WGCSD)'s **Physical Activity Is Vital to Our Tomorrow (PIVOT)** Project will provide a comprehensive physical education program that expands opportunities for physical activity and improves nutrition instruction for **1,119 students** in grades **K-12** in **three school buildings**. The project will partner the WGCSD; Village of Watkins Glen; Schuyler County Department of Public Health; Schuyler Hospital; Catholic Charities; Cornell University Cooperative Extension; Genesee Valley Educational Partnership-Healthy Schools NY Program; and GST BOCES Food Services to meet **Competitive Priority #2-** (Partnerships with Supporting Community Entities). Students will benefit from joint coordination of programming and a shared commitment to realize **Absolute Priority #1** *Providing instruction in healthy eating and nutrition*; **Absolute Priority #2-A** *Improving fitness education and assessment to help students understand, improve, or maintain their physical well-being*; and **Absolute Priority #2-E** *Expanding opportunities for professional development for teachers of Physical Education to stay abreast of the latest research, issues, and trends*. The WGCSD serves predominantly low income families who live and work within close proximity of Seneca Lake in the NY Finger Lakes. 40% of district households have a yearly income of less than \$35,000 and 27.3% earn under \$25,000 per year. Many district families struggle economically and often exhibit poor nutritional habits and the associated health risk factors such as high rates of obesity and diabetes. Unhealthy eating habits and low levels of physical activity among adults are being passed down to the district's K-12 students. Nutrition surveys and fitness assessment data reveal district-wide deficiencies in teaching and learning. To address identified needs, the PIVOT Project has three goals. **Project Goal #1** will increase students' physical activity, fitness and knowledge to meet or exceed NYS Physical Education Standard #1- *Having Knowledge and*

*Skills to establish and maintain Personal Health and Fitness, and Standard #3- Understanding and Managing Community Resources to support a healthy lifestyle. **Project Goal #2** will empower students to achieve and maintain greater fitness levels. These goals will be achieved by improving the content, alignment, and teaching of an integrated K-12 Health and Physical Education Curriculum that will include: 1) consistent instruction to support healthy eating; 2) new Physical Education units that appeal to students and encourage lifetime fitness, 3) adoption of criterion-referenced fitness assessments, and 4) individualized student wellness plans using FitnessGram and other developmentally appropriate tools that provide feedback and help monitor progress. **Project Goal #3** will enlist program partners and participants to coordinate expanded opportunities and align policies to positively affect child, family and community health. This goal will be achieved through: 1) community collaborations and professional development that advance District Health and Wellness Policy compliance; 2) joint coordination of summer and out-of-school time activities, with an emphasis on impacting at-risk students and their families; and 3) embedded opportunities for family engagement in learning and physical activity. Additionally, the PIVOT Project will meet **GPRA Measure A- Increase the percentage of students K-12 who engage in 60 minutes of daily physical activity by 20% in year 1, 10% in year 2 and 10% in year 3; GPRA Measure B- 75% of K-3 students will improve gross motor skills; 20% of K-3 students will improve aerobic capacity in year 1, 10% in Year 2, and 10% in Year 3, and the percentage of students in grades 4-12 achieving healthy fitness zones for aerobic capacity, abdominal strength, upper body strength, flexibility and body composition will increase 20% in Year 1, 10% in Year 2, and 10% in Year 3; and GPRA Measure C- The percentage of students K-12 who consume fruit two or more times per day and vegetables three or more times per day will increase by 10% for each year of the project.***

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](#)

**Carol M. White Physical Education Program
CFDA #84.215F**

**Watkins Glen Central School District
303 12th Street, Watkins Glen, New York 14891**

*Physical activity Is Vital to Our Tomorrow
(PIVOT) Project*

PROGRAM NARRATIVE

NEED FOR PROJECT1

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QUALITY OF PROGRAM EVALUATION23

ATTACHMENTS

- **Abstract**
- **Budget Narrative**
- **Signed Application for Federal Assistance (SF-424)**
- **Signed Assurances:**
 - ✓ **Program Specific Assurance**
 - ✓ **Non-Construction Programs**
 - ✓ **Signed Certification Regarding Lobbying**
 - ✓ **Signed Disclosure of Lobbying Activities**
- **Signed Partnership Agreements and Letters of Commitment**
- **Individual Resume of Program Director**
- **Position Description for the Program Coordinator**
- **Letter of Support from NYS AHPERD**
- **Letter of Transmittal to State Single Point of Contact**
- **Proof of Federally Negotiated Indirect Cost Rate**
- **School Health Index Scorecards**
- **Health Education Curriculum Assessment Tool (HECAT): Module HE**
- **Physical Education Curriculum Assessment Tool (PECAT)**
- **Watkins Glen CSD Wellness Policy and Procedures**

1) Need for the Project- The Watkins Glen Central School District (WGCS D) ’s **Physical Activity Is Vital to Our Tomorrow (PIVOT)** Project will provide a comprehensive physical education program expanding opportunities for physical activity and improving nutrition instruction for 1,119 district students attending grades Kindergarten thru 12. The health and wellness initiative will partner the WGCS D; Village of Watkins Glen; Schuyler County Department of Public Health; Schuyler Hospital; Catholic Charities; Cornell University Cooperative Extension; Genesee Valley Educational Partnership- Healthy Schools NY Program; and GST BOCES Food Services, and meet the **Competitive Priority #2** (Partnerships with Supporting Community Entities) for Carol M. White PEP grant applicants. Both the school district and the community separately have much potential to support healthy living. However, students will benefit from joint coordination of programing and a shared commitment to realize **Absolute Priority #1** *Provide instruction in healthy eating and nutrition*; **Absolute Priority #2-A-** *Improve fitness education and assessment to help students understand, improve, or maintain their physical well-being*; and **Absolute Priority #2-E-** *Expand opportunities for professional development for teachers of PE to stay abreast of the latest research, issues, and trends.*

The Watkins Glen Central School District is comprised of three schools at its campus in the Village of Watkins Glen, NY, population 1,859. The District encompasses over 130 square miles of land and over 10 square miles of water. The majority of district students, 77.4%, are rurally isolated, living in nearby hamlets and the outlying areas. Nearly half of Watkins Glen Elementary students qualify for free or reduced-price lunches. Over 40% of district households have a yearly income of less than \$35,000 and 27.3% earn under \$25,000 per year.¹ As district families struggle economically, they are also challenged by food insecurity and often exhibit poor nutritional habits as well as the associated health risk factors. Countywide, 64.9% of adults

¹ 2010 Census http://proximityone.com/acs/dpny/dp3_3630240.htm

are overweight or obese. The rate of adult diabetes diagnosis is over ten percent higher in Schuyler County than the New York State rate of 9%.²

District Health and Wellness Policy Noncompliance: The Watkins Glen School District's *Health Advisory Committee* is comprised of teachers, students, parents, food services staff, district administrators and partnering agency representatives. With guidance from Beth Burdick of *Healthy Schools NY*, the committee recently revised the *District Wellness Plan and Procedures*, which were adopted by the Board of Education. The new policy includes guidelines for the nutritional quality of competitive foods sold in the cafeteria, at school concessions and as fundraisers, and prohibits the practice of using foods as rewards. It includes recommendations for school celebrations and prohibits withholding recess as punishment. Unfortunately, district practices are not in line with the current policies, particularly regarding concessions, fundraisers and classroom parties. There is much work to be done to garner the support of staff and parents to encourage compliance. At the current time, the district lacks capacity for coordinating activities to educate and ensure adult attitudes and behaviors model healthy practices for students.

School Lunch Program: More coordinated collaboration among *Greater Southern Tier Board of Cooperative Educational Services* (GST BOCES) food service providers and stakeholders is needed to educate students about good nutrition and the importance of making healthy food choices. Students are not regularly selecting fruit and vegetable options despite the efforts of food service staff to meet or exceed all standards for the *School Breakfast and National School Lunch Program*. Student action groups, facilitated by *Healthy Schools NY*, stated that the preparation and presentation of healthy menu items is not appealing. They prioritized obtaining a fresh fruit and salad bar as their number one action step for improving food service. At present,

² http://www.health.ny.gov/statistics/chac/docs/chai/docs/obs_44.htm

the students are working with administrators, **GST BOCES** food services and **Healthy Schools NY** to acquire that equipment. Once installed, the salad bars will still need a supply of fresh fruits and vegetables. Partner, **Catholic Charities**, has secured private funding to plant a large community garden on school property and has proposed working with teachers to integrate academic content and involve students in the planting, care and harvest of fresh vegetables.

Failure to meet NYS Physical Education Standards:

Watkins Glen students are not meeting NY Standard 1 – PERSONAL HEALTH and FITNESS:

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health as evidenced by the following data:

Poor Nutritional Habits: Based on the results of the district’s 2013 Health and Wellness Survey, administered to all students in grades 5-12, 44 % of males and 50% of females do not regularly eat breakfast; 20% of males and 27% of females sometimes or often skip meals in hopes of losing weight; 81% of students eat 2 or fewer servings of fruit daily; and 88% eat 2 or fewer servings of vegetables daily, with 55% of indicating that they eat one serving or less.³

Poor Body Composition Data: According to the U.S. Department of Health and Human Services, the prevalence of obesity is highest among older American children.⁴ However WGCS D trends indicate an alarming percentage of students at risk for serious chronic health problems beginning at a young age. The following charts outline the percentages of students, by grade, who are “overweight” and “obese” according to CDC BMI cut points, as well as percentages of students whose Body Mass Index falls within the “Some Risk” to “High Risk” zones established by The Cooper Institute’s FitnessGram Standards for Healthy Fitness Zone⁵.

³ Watkins Glen Central School District, Student Survey 2013.

⁴U.S. Department of Health and Human Services. *Healthy People 2020*. Available at: <http://www.healthypeople.gov/2020/default.aspx> retrieved March 7, 2013.

⁵ The Cooper Institute Healthy Fitness Zone Standards, <http://www.cooperinstitute.org/healthyfitnesszone>

2011-2012 Male Students' Body Mass Index ⁶						
Grade	CDC BMI Designations			FITNESSGRAM Standards		
	Overweight BMI 85% to ≤ 95%	Obese BMI>95%	Total Obese & Overweight	Some Risk	High Risk	Total Needs Improvement
5	26.7%	26.7%	53.4%	15.6%	37.8%	53.4%
7	18%	12%	30.0%	14.0%	16.0%	30.0%
9	22%	19.5%	41.5%	22.0%	26.8%	48.8%
11	15.9%	15.9%	31.8%	11.4%	25.0%	36.4%

Under current CDC BMI designations⁷ 53.4% of Watkins Glen 5th grade boys aged 10 to 12 years are obese or overweight, and fall within “at risk” cut –offs for BMI based on the new FitnessGram standards. Nearly 38% place at the High Health Risk end of the “Needs Improvement” zone. In contrast to what the data shows, student survey results indicate that 70% of boys in the same age range feel that they are “at about the right weight.”⁸

2011-2012 Female Students' Body Mass Index ⁹						
Grade	CDC BMI Designations			FITNESSGRAM Standards		
	Overweight BMI 85% to ≤ 95%	Obese BMI>95%	Total Obese & Overweight	Some Risk	High Risk	Total Needs Improvement
5	10.6%	29.8%	40.4%	10.6%	31.9%	42.5%
7	18.2%	11.4%	29.6%	4.5%	25.0%	29.5%
9	16.2%	24.3%	40.5%	10.8%	29.7%	40.5%
11	26.6%	31.1%	57.7%	11.1%	48.9%	60.0%

More than 40% of all 5th grade girls are obese or overweight and almost 43% are “at risk” according to FitnessGram standards. The data further indicates a dramatic increase in health risk among high school girls with 60% of 11th grade girls in “at risk” categories, of which 48.9% present HIGH health risks. In contrast to the data, 76.3% of all females in grades 5-12 feel that they are “at about the right weight” (64%) or “underweight” (12.3%).¹⁰

Poor Fitness Outcomes Widespread deficiencies exist among students in the areas of aerobic capacity, flexibility, and strength as indicated in the following charts.

⁶ Watkins Glen Central School District Physical Fitness Test BMI Data, 2011-12.

⁷ National Center for Health Statistics in collaboration with the National Center for Chronic Disease Prevention and Health Promotion (2000). <http://www.cdc.gov/growthcharts/data/set1clinical/cj411023.pdf>

⁸ Watkins Glen Central School District, Student Survey 2013.

⁹ Watkins Glen Central School District Physical Fitness Test BMI Data, 2011-12.

¹⁰ Watkins Glen Central School District, Student Survey 2013.

Percentage of Male students <u>failing</u> to meet benchmarks: 2011-2012 President's Challenge Physical Fitness Test Results				
Grade	Test			
	Shuttle Run	Sit and Reach	Flexed Arm Hang	Curl-up
5	52%	97.7%	41.5%	66%
7	36.7%	98%	28.9%	34.7%
9	58.1%	65.9%	66.7%	62.8%
11	67.6%	69%	63.1%	27%
Percentage of Female students <u>failing</u> to meet benchmarks: 2011-2012 President's Challenge Physical Fitness Test Results				
Grade	Test			
	Shuttle Run	Sit and Reach	Flexed Arm Hang	Curl-up
5	84.8%	82.6%	51.1%	76.6%
7	80.5%	72.1%	45.2%	86.1%
9	58.3%	39.5%	42.9%	61.1%
11	65.8%	54.8%	48.6%	50%

Lack of Meaningful Feedback- The new *Presidential Youth Fitness Program*'s shift from norm-referenced assessments to criterion-referenced assessments, like the FitnessGram program, demonstrates growing concern for children's health and increased emphasis on individualized fitness planning. District PE teachers currently conduct annual norm-referenced assessments using the traditional President's Challenge Physical Fitness Test. The test protocol and the district's data collection software do not provide meaningful feedback to students for linking performance to health or developing fitness goals and personalized plans for improvement.

Gaps in Student Perceptions and Physical Activity : According to student surveys, 41.3% of girls and 26.7% of boys spend less than 30 minutes daily engaged in physical activity. Still, 88.7% of students in grades 5-12 consider themselves to be "physically active," and 72.5% think of themselves as "fairly" to "extremely" fit.

Limited Physical Education Instruction: Students are not meeting the National GPRA standards for daily physical activity through participation in PE classes as indicated in the following chart.

Grade Levels	Current Program	NY State Requirement	% of State Requirement	GPRA Recommendation	% of GPRA Recommendation
K-5	120 min/wk	120 min/wk	100%	60 min./daily 300 min./wk.	40%
6-8	100 min/wk	120 min/wk	83%	60 min./daily 300 min./wk.	33%
9-12	138 min/wk	120 min/wk	115%	60 min./daily 300 min./wk.	46%

PECAT Analysis: Results of the PECAT self-assessment indicate that the greatest areas of weakness in both content and assessment fall within the 6-8 and 9-12 grade spans. However, across all grade spans teachers acknowledge a tendency to teach and assess skills in relation to competitive or team sports versus lifetime fitness. By middle school, this strategy creates disengagement of both student athletes and non-athletes fostering the perception that it is “not cool” to fully participate in PE class. Student interest surveys indicate 62% of students did not select competitive sports as their first choice for PE activities.¹¹ There is a strong interest by students and teachers for incorporating more outdoor recreation activities and interactive fitness technology into the curriculum. These improvements are compromised by the lack of appropriate physical education equipment and supplies, and opportunities, outside of limited class time, for students to practice skills. Staff also acknowledges the need to move from teacher-driven observational skills assessments and annual fitness testing to recurrent fitness assessments based on the new criterion-referenced fitness standards and personalized student-driven fitness goals and strategy plans. In order to do this, teachers will require professional development for assessing, tracking, and recognizing youth fitness beyond the barometer of athletic performance.

HECAT Analysis: District Health, Family and Consumer Science, and classroom teachers completed all HECAT modules in February 2013. The district does not have an aligned K-12

¹¹ Watkins Glen Central School District, Student Survey 2013.

Health Education Curriculum and the assessment uncovered gaps for achieving the NYS Standards at each grade-level. In grades K-6, *The Great Body Shop* is used, but content is not implemented consistently among classrooms. Health instruction has become disjointed at the secondary level, with a full year of instruction for 7th grade students followed by one semester in 9th grade. Nutrition and Healthy Eating are primarily taught within the 8th grade Home and Careers course using locally developed resources that focus more on how to prepare foods safely and economically. Professional development is needed to ensure new Health and Fitness curriculum content is sequential, aligned and implemented consistently and with fidelity.

Watkins Glen students are not meeting NY Standard 3 – Resource Management: *Students will understand and be able to manage their personal and community resources.*

The Village of Watkins Glen features several venues for families to engage in year-round outdoor recreation and physical activities including hiking, kayaking, biking, and cross-country skiing.

Unfortunately, local residents often view these venues as “tourist attractions” and not necessarily for their use. Community resources include Seneca Lake and Harbor, Clute Park, Lafayette Park, Watkins Glen State Park, and the Catharine Valley Trail. All lie within easy walking distance of the school campus. With the exception of the Village Community Center, which houses a roller skating rink, community indoor fitness facilities are limited in number and are largely inaccessible to a significant portion of working poor families who cannot afford membership fees. There are no YMCA, YWCA, Big Brother, Big Sister, or other nationally recognized youth programs to support physical activity; and no summer recreation and enrichment programs are offered to district students. Organized community sports programs provide limited opportunities for participation beyond middle school and there are no school-based intramural programs.

District facilities are underutilized. The campus houses a modern, well-equipped fitness room, two gymnasiums, sports playing fields, and an indoor walking track above the gymnasiums. An eight-lane pool allows for the provision of swimming instruction in all grades each year. Outside of the Physical Education classes, however, facilities are used almost exclusively by the 40% of students who participate on school-based athletic teams.

School Health Index (SHI): In February 2013, K-12 district staff, students, parents and the Health Advisory Committee completed modules 1-4 of the CDC School Health Index (SHI). Using results of the Elementary and Secondary SHI studies, the Health Advisory Committee identified the following steps to improve health and fitness education, policies and practices:

1) Align Practices with Health and Wellness Policies
<ul style="list-style-type: none">• Appoint a Wellness Coordinator to oversee implementation of the district wellness plan• Provide staff training and resources for policy implementation, monitoring and evaluation• Strengthen Community Partnerships to provide students with increased opportunities for community health-related physical fitness activities
2) Improve Opportunities for Teaching and Learning
<ul style="list-style-type: none">• Develop and Implement a sequential K-12 Health curriculum that integrates nutrition, physical growth and development, disease prevention and lifelong fitness components• Provide Professional Development for Health/ PE staff on a variety of health topics including asthma, diabetes and injury prevention, as well as curriculum delivery and meeting diverse student needs• Enhance the PE curriculum to include cooperative and responsive activities that engage students of all abilities and interests
3) Develop Students' Skills for Lifelong Health and Fitness
<ul style="list-style-type: none">• Implement criterion-referenced physical fitness assessments that provide individualized feedback including student progress over time and recommendations for improvement;• Teach students how to monitor and assess their own fitness• Provide support for students to establish their own health and fitness goals• Increase lifelong fitness activities both during and outside of PE class• Expand fitness and nutrition education opportunities for students and families outside of the regular school day to educate students and families about the importance of good nutrition and making healthy choices

2) Significance—The Watkins Glen School District and its partners will ensure systemic change by improving teaching and learning, and forming community partnerships to promote communitywide health and wellness to achieve the following goals, objectives and outcomes.

Program Goal #1- Students will increase their physical activity, fitness, and knowledge to meet or exceed NYS Standards.		
Student Performance Objectives	Outcomes	Measures
<p>1.1 Students will understand their own personal fitness based on age, gender, physical capacity and special needs, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition). NYS PE Standard (1)</p>	<p>90% of students in grades 5-12 will show improvement in the ability to assess their personal fitness by performing exercises and activities related to each health-related fitness zone. 75% of all students will establish personal goals to improve their fitness.</p>	<ul style="list-style-type: none"> ▪ Pedometer and Physical Activity logs ▪ Heart rate monitor data ▪ FitnessGram Assessments ▪ FitnessGram student reports ▪ Unit exams and quizzes ▪ Student Wellness Plans ▪ Student and family feedback
<p>1.2 Students will increase their engagement in daily physical activity. GPRA Measure (a)</p>	<p>The percentage of students K-12 who engage in 60 minutes of daily physical activity will increase by 20% in year 1, 10% in year 2 and 10% in year 3.</p>	<ul style="list-style-type: none"> ▪ Grades K-12 pedometers ▪ Grades 5-12 additional 3-day Physical Activity Recall (3DPAR) ▪ ActivityGram Reports
<p>1.3 Students will understand the health benefits of proper nutrition in preventing illness and disease. NYS PE Standard (1)</p>	<p>75% of all students will demonstrate an increased knowledge of nutrition guidelines for healthy eating and the impact of food intake/nutritional value on their growth and development.</p>	<ul style="list-style-type: none"> ▪ K-12 Students' cafeteria purchasing trends ▪ Elementary: Nutrition Tracker outcomes/ teacher observations/ parent feedback ▪ Secondary: Unit exams and quizzes ▪ Student wellness plans and nutrition logs
<p>1.4 Students will increase their consumption of fruit and vegetables. GPRA Measure(c)</p>	<p>The percentage of students K-12 who consume fruit two or more times per day and vegetables three or more times per day will increase by 10% for each year of the project.</p>	<ul style="list-style-type: none"> ▪ Grades K-3 <i>An Apple a Day</i> Nutrition Tracker and student/parent feedback ▪ Grades 4-8 <i>Nutritrac</i> software data/student and parent feedback ▪ Grades 9-12 Youth Risk Behavior Survey – nutrition-related questions
Program Goal #2- Students will be empowered to achieve and maintain greater fitness levels.		
Student Performance Objectives	Outcomes	Measures
<p>2.1 Students will utilize a variety of skill-sets for engaging in lifetime fitness activities, inclusive of adaptive skills for students with special needs. NYS PE Standard (3)</p>	<p>Students will demonstrate competency in a variety of physical activities and proficiency in some.</p>	<ul style="list-style-type: none"> ▪ Skills-based rubrics ▪ Teacher observations ▪ Student self-assessment
<p>2.2 Students will increase their aerobic capacity and gross motor skills. GPRA Measure(b)</p>	<p>75% of K-3 students will improve gross motor skills; 20% of K-3 students will improve aerobic capacity in year 1, 10% in Year 2, and 10% in Year 3.</p>	<ul style="list-style-type: none"> ▪ K-3 skills assessments ▪ Elementary walk, skip, run

<p>2.3 Students will increase their aerobic capacity, muscle strength, endurance, and flexibility. GPRA Measure(b)</p>	<p>The percentage of students in grades 4-12 achieving healthy fitness zones for Aerobic capacity, abdominal strength, upper body strength, flexibility and body composition will increase 20% in Year 1, 10% in Year 2, and 10% in Year 3.</p>	<ul style="list-style-type: none"> ▪ Grades 4-12 Criterion referenced standards ▪ FITNESSGRAM Assessments ▪ Fitness Gram student reports
<p>2.4 Students will increase the amount of time engaged in moderate to vigorous physical activity. GPRA Measure (a)</p>	<p>The percentage of students achieving the GPRA measures will increase an additional 15% by June of Year 3.</p>	<ul style="list-style-type: none"> ▪ Student Physical Activity logs and Survey Data ▪ Heart rate monitor data ▪ Teacher observations
<p>2.5 Students will increase their abilities to locate, evaluate, and participate in physical activities available within their community. NYS PE Standard (3)</p>	<p>The number of students taking advantage of physical activity opportunities in their community will increase.</p>	<ul style="list-style-type: none"> ▪ Student Physical Activity logs ▪ Participation in voluntary activities ▪ Participation in Summer Physical Activity and Nutrition Education Program (SPANEP)
<p>2.6 District PE and Health Education staff will utilize a comprehensive system of assessments for health and fitness data collection and analysis.</p>	<p>Staff and students will use Fitness assessment data to develop goals and identify actions for improved health and fitness.</p>	<ul style="list-style-type: none"> ▪ FitnessGram Assessments and ActivityGram Reports ▪ Student Wellness Plans ▪ Student and Parent feedback

Program Goal #3- Program partners, students and parents will coordinate expanded opportunities and align policies that positively affect child, family, and community health.

Process Objectives	Outcomes	Measures
<p>3.1 School staff, community members and families will support the development and implementation of district wellness policies.</p>	<p>Student, staff, and family nutritional habits and physical activity behaviors will reflect increased focus and alignment with health and wellness policies.</p>	<ul style="list-style-type: none"> ▪ School staff, community, and family participation in the Health Advisory Committee ▪ Quarterly Reviews of Wellness Policy compliance ▪ Surveys of principals, health personnel and school staff ▪ Parent /student surveys
<p>3.2 Partnerships will provide students and families with greater opportunities for health-related fitness activities and education.</p>	<p>Stakeholders will utilize natural resources in the community to engage in healthy activities that promote good nutrition, health and fitness.</p>	<ul style="list-style-type: none"> ▪ Participation in Summer Physical Activity and Nutrition Education Program (SPANEP) and out of school time club-based activities ▪ Community Garden participation and productivity ▪ Participation in Family Wellness Events/ Healthy Cooking classes ▪ Participant evaluation surveys
<p>3.3 Teacher professional development will support curriculum development and best practices to provide comprehensive health and wellness instruction.</p>	<p>A high-quality and consistent Health and Physical Education Program will be tailored to meet individual needs and delivered to all district students in grades K-12.</p>	<ul style="list-style-type: none"> ▪ Quarterly monitoring of Wellness Policy Compliance ▪ Use of criterion-based assessments by PE Teachers ▪ Students' individualized wellness plans ▪ Curriculum Maps, Unit Plans, Lesson Plans ▪ Students' progress data for meeting NYS PE/Health Standards

Research has shown that “a comprehensive school health program empowers students with not only the knowledge, attitudes, and skills required to make positive health decisions, but also the environment, motivation, services, and support necessary to develop and maintain healthy behaviors.”¹² The PIVOT Project will achieve the proposed performance outcomes by providing a comprehensive physical education program, expand opportunities for physical activity and improve nutrition instruction. *The chart below outlines strategies for addressing the Requirements for Carol M. White Physical Education Programs.*

1. Provide instruction in healthy eating habits and good nutrition		
Activity	Description	Grade
<i>Integrated Health and PE Curriculum</i>	<i>Health Smart’s Nutrition and Physical Activity</i> curriculum modules will be implemented in grades K-12 to align and sequence instruction of concepts and skills that will enable students to develop, practice and support healthy eating habits and physically active lives.	K-12
Summer Physical Activity and Nutrition Education Program (<i>SPANEP</i>)	SPANEP , community collaboration between the Village of Watkins Glen, the School District, Catholic Charities and Cornell University Cooperative Extension, will target 120 students identified by three or more fitness indicators as at-risk, for hands-on learning and outdoor adventure activities during 24 days in the summer. Students will grow and maintain a community vegetable garden, and work with local chefs and Extension Nutrition Educators to prepare healthy meals and snacks.	1-5
<i>Cooking Matters</i>	Cornell Cooperative Extension Nutrition Educators and area chefs will also provide the <i>Share Our Strength</i> program <i>after school</i> to 24 students and their families each year to teach basic cooking skills and promote the consumption of vegetables, fruits and whole grains.	6-12
<i>Healthy Schools NY</i>	<i>Healthy Schools NY</i> Educator, Beth Burdick, will help mobilize students to take charge of their own wellness and promote the adoption of healthy eating habits within the community through the organization’s <i>Students Taking Charge</i> initiative.	6-12
2. Improve fitness education and assessment to help students understand, improve, or maintain their physical well-being.		
Activity	Description	Grade
<i>Student Wellness Plans</i>	The PIVOT Project will engage all students in grades K-12 in creating age-appropriate Wellness Plans integrated into and supported through all three discipline areas (Physical Education, Health, and Family and Consumer Science). Plans will be regularly reviewed and modified with	

¹² CDC. Guidelines for School Health Programs to Promote Lifelong Healthy Eating. Morbidity and Mortality Weekly Report 1996; (No. RR-6): p. 10.

	<p>Physical Education/Health teacher support and will include the following components:</p> <p>* Goals and Benchmarks: Staff will work closely with students to establish realistic, individualized, long-term goals and short-term benchmarks (i.e. biweekly, monthly). Goals will be based on criterion-referenced standards for fitness and health (i.e. aerobic capacity, muscular strength, endurance, flexibility, and body composition) and the age, gender, interests and physical limitations of the individual student.</p> <p>* Personalized Strategies: Students will develop personalized strategies for achieving their plan benchmarks and goals such as: interest profiles, individualized training routines, safety and injury prevention strategies, time management schedules, and healthy menus. In grades K-3, students will learn about the importance of eating a balanced diet and moving for fun and fitness. <i>An Apple-a-Day™ Nutrition and Activity Tracker</i>¹³ will be used at home as a visual and tactile reminder for students to strive to incorporate appropriate nutritional servings and physical activity into their days. In grades 4-8, students will focus on developing an understanding of basic health and fitness concepts and having a more general sense of their ability to meet fitness targets. <i>Nutritrac</i> nutrition analysis software will be used to analyze and track students' progress towards adopting healthy eating habits. By high school, students' plans will be more focused on understanding the biochemical benefits of physical activity and healthy diets, developing realistic personal goals, accurately assessing their own fitness, and developing lifelong physical fitness habits.</p>	K-12
<p>Fitness Progress Monitoring</p>	<p>The new Presidential Youth Fitness Program will be implemented and <i>FITNESSGRAM/ACTIVITYGRAM</i> will be used to inform personalized goal setting. Students will work with pedometers, heart rate monitors, and body fat analyzers to build self-assessment skills and enhance their understanding of critical concepts (i.e. target heart rate, moderate to vigorous exercise). Students will maintain activity and nutrition logs and monitor their progress towards <i>Healthy Fitness Zone</i> assessments.</p>	4-12
<p>Expanded Physical Education Curriculum</p>	<p>The PE/Health curriculum will be expanded to include new units that reflect the interests and culture of district students and appeal to students who are currently disengaged or uncomfortable participating in physical activity. Outdoor adventure units including kayaking, mountain biking, inline skating, cross country skiing, and hiking and orienteering, will make use of natural resources and encourage students to adopt lifetime fitness hobbies. X'er Dance and Sport walls, installed at the Elementary and Middle Schools, will increase students' flexibility, endurance and cardio fitness. An Advanced Aquatics Program will feature snorkeling and scuba units, and new electives including credited college courses for students to obtain certifications in Swimming Instruction, Boater Safety, and Open Water Lifeguarding.</p>	K-12

¹³ <http://anappleaday.com/index.cfm>

Expanded Opportunities for Physical Activity	Students' access to supervised fitness instruction will be increased before, during and after school, and through the SPANEP Program. The pool and fitness room will be staffed three additional hours each day, six days per week during the school year. Club-based outdoor recreation activities will be offered afterschool and on the weekends. Overnight camping trips will provide incentives and opportunities for students to work together and advance fitness skills introduced during PE classes.	K-12
Elementary Fitness Room	An Elementary Fitness Room will be equipped to enhance adaptive PE instruction and increased Elementary students' physical activity engagement during recess and classroom activity breaks. The room will feature an interactive sports wall, stability balls, vertical and tunnel nets, <i>Math and Movement</i> (math facts) floor mats and a music sound system.	K-5
3. Expand opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.		
Activity	Description	Grade
PE/Health Instructional Support Teacher	A PE/Health Instructional Support Teacher and Project Coordinator will assist WGCSD Physical Education staff and classroom teachers to implement an integrated curriculum across the disciplines. Job-embedded professional development will help to identify gaps, align instructional content and advance nutrition and physical activity goals.	K-6
AHPERD Professional Development	Project Staff and Physical Education Teachers will attend two professional development conferences each year provided by the NYS Association for Health, Physical Education, Recreation and Dance (AHPERD). Training will include the <i>Physical Best Specialist Workshop</i> as well as seminars conducted by experts in the field of Physical Education.	
Schuyler Hospital Seminars	Schuyler Hospital staff will provide six one-hour seminars each year for Physical Education Teachers and other staff to stay abreast of health related issues like asthma, diabetes, and injury prevention.	
FitnessGram ActivityGram Training	Physical Education Teachers will receive training and professional development in order to effectively institute the <i>FITNESSGRAM</i> and <i>ACTIVITYGRAM</i> programs and software tools. Training will familiarize staff with the capabilities of the software but also focus on how to encourage students to regularly conduct self-assessments and monitor progress towards healthy fitness zones. Staff will also learn how to use student data to facilitate students' personalized planning, to inform their own classroom instruction and to educate and encourage parent/family participation.	
Technology/Equipment Training	Physical Education staff will receive vendor-provided training to incorporate new technologies including interactive fitness activities (X-er Dance and Sports Walls) into their instruction.	

Family Engagement- In addition to addressing the above grant requirements, program partners will embed family and community engagement opportunities within as many program activities

as feasible. According to research, children who share activities with family members and who are supported in physical activity by active parents are more predisposed to increased levels of physical activity than children who are not.¹⁴ Families will be invited to work out and swim during extended hours of operation, help supervise outdoor recreation activities, and participate in Family Fitness Challenges, TV Turnoff Weeks and Community Health and Wellness Fairs.

3) Quality of the Project Design

Watkins Glen Central School district is dedicated to providing continued educational excellence, despite increasing cuts to education funding, and is deeply committed to implementation and ongoing support for its Carol M. White PIVOT Project beyond the period of Federal financial assistance. In proposing systemic changes to PE and Health education, the district will commit substantial general fund dollars, in addition to existing grant funds, to the restructuring of its programs and staff and to the provision of out-of-school- time opportunities for students. Program activities that include: the implementation of an integrated health, nutrition and fitness program; a responsive data-driven approach for measuring and tracking student progress toward improved health and fitness; and the strengthening of community partnerships to expand opportunities and align health policies, are designed to build capacity and support long-term sustainability.

The district has been pro-active in its approach to identifying weaknesses and building capacity through partnerships in order to improve policies and programs. The PIVOT Project will utilize a Program Coordinator and a Health/ PE Instructional Support Teacher (IST) to fortify systemic changes. Adopting *FitnessGram* will move Physical Education assessment toward criterion-referenced standards and provide long-term supports for the development of

¹⁴ Influence of Parents' Physical Activity Levels on Activity Levels of Young Children, Lynn L. Moore . The Journal of Pediatrics. Volume 118, Issue 2, February 1991, Pages 215–219

individualized student health and fitness plans. *Health Smart*, as a supplemental K-12 curriculum, will be self-sustaining once content alignment and sequencing are in place. Beyond the coordination and integration of the program's fitness and nutrition components and job-embedded supports to improve instruction, ongoing costs associated with curriculum and professional development will be supported through General Fund and federal Title IIA monies.

The strengthening of community partnerships is vital to expanding and coordinating opportunities and supports to improve health, fitness and program sustainability. The PIVOT Project will build capacity among the district and program partners by aligning its Carol M. White program with community initiatives whose outcomes currently exist in isolation of each other. For example, collaboration will be vital to the success of the proposed Summer Physical Activity and Nutrition Education Program (SPANEP). This 5-week program is supported in part by the School District, Village of Watkins Glen and its Parks & Recreation Department, Catholic Charities and Cornell Cooperative Extension. For the District, SPANEP activities will extend physical activity and health instruction into the summer months. The Village's agenda to support healthy youth development will be supported by the employment and training of youth counselors as staff and through increased use of facilities for indoor and outdoor recreation purposes. Catholic Charities will advance their mission to feed those in need as they instruct students to install and maintain community vegetable gardens. Cooperative Extension's nutrition education outreach will be strengthened as educators provide instruction on nutrition and food preparation for district families. Strong partnerships with shared outcomes and coordination will sustain joint programming beyond the grant period and expand opportunities, especially among at-risk students and families who benefit most from the coordination of government, education and support services.

(B) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (10pts)

Partnerships- At the crux of the Watkins Glen Carol M. White Program is a systems approach, integrating the combined efforts and expertise of all stakeholders in order to increase students' sustained daily physical activity and accelerate the rate of success. According to research, progress toward increased physical activity, fitness, and nutrition requires engagement among all levels and all sectors in order to build capacity and achieve impact so that individuals and families can successfully manage and support healthy changes in lifestyle.¹⁵ The district's proposal demonstrates a synthesis of ideas and resources developed through strong partnerships that will support and sustain opportunities for physical fitness and nutrition related activities.

Prevention- According to *The Surgeon General's Vision for a Healthy and Fit Nation*, research shows that a sedentary lifestyle not only increases the risk of obesity, but also contributes to increased risks for disease and disability.¹⁶ In fact, the effect of obesity on predisposing individuals to the development of type 2 diabetes (once deemed "adult-onset") is so strong that the onset of this disease now is occurring in childhood.¹⁷ After a careful review of student fitness data, district staff realized that high obesity rates and low fitness levels are increasing among the youngest groups tested. The Surgeon General's report suggests that preventative efforts start early. Parents and caregivers play a key role in establishing healthy lifestyles, making the earliest decisions regarding food and physical activity in the home. Because prevention is critical to decreasing the prevalence of overweight and obese children, the district and its partners will provide health, fitness and nutrition education opportunities for all K-12 students and families,

¹⁵ IOM (Institute of Medicine). 2012. *Accelerating Progress in Obesity Prevention: Solving the Weight of the Nation*. Washington, DC: The National Academies Press. http://www.nap.edu/catalog.php?record_id=13275

¹⁶ U.S. Department of Health and Human Services. *The Surgeon General's Vision for a Healthy and Fit Nation*. Rockville, MD: U.S. Department of Health and Human Services, Office of the Surgeon General, January 2010. <http://www.surgeongeneral.gov/initiatives/healthy-fit-nation/obesityvision2010.pdf>

¹⁷ IOM (Institute of Medicine). 2012.

with a particular focus on at-risk individuals.

Practice- Of urgent priority is the necessity to “break cycles of physical inactivity where they are already deeply entrenched”.¹⁸ Research suggests, “As they head into adolescence, kids draw the blueprints for their adult lives. Their preferences and motivations—for physical activity or anything else—form during this key developmental phase.”¹⁹ Watkins Glen students already display disconnects between their perceptions of fitness and what it means to be physically active. Providing students with accurate information and supports, before they reach adolescence, is critical to breaking the cycle of physical inactivity. The development of personal fitness profiles, with the aid of FitnessGram assessments and reports, will further students’ understanding of their own health and fitness, equip them with the tools and strategies to move into Healthy Fitness Zones, and influence their “blueprints” to adopt an active lifestyle.

Professional Development – Research shows that job-embedded *Peer Coaching* and *Peer Sharing Professional Development* are highly effective methods of helping teachers integrate new content and technology into their teaching in ways that encourage active student learning.²⁰ The PIVOT Project will utilize a highly trained IST to provide push-in Health/Nutrition support for K-5 teachers – during teachers’ workdays – for training, practice, and follow-up support. In schools that adopted a peer coaching model, researchers found that “when teachers combined participation in typical workshops with peer coaching for sharing and observation, 88% of teachers were using new strategies in their classrooms effectively.”²¹

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

¹⁸ The American College of Sports Medicine. *Designed to Move*. 2012. NIKE Inc.; International Council of Sport Science and Physical Education. Ng, S.W. and Popkin, B.M.

¹⁹ The American College of Sports Medicine, 2012.

²⁰ Ike, C.A. (1997). Development through educational technology: Implications for teacher personality and peer coaching. *Journal of Instructional Psychology*, 24, 42-49.

²¹ Darling-Hammond, L. (1996). What matters most: A competent teacher for every child. *Phi Delta Kappan*, 78(3).

Watkins Glen's PIVOT Project will meet statutory purposes and requirements by aligning programs with a number of federal, state, and local initiatives that promote physical activity and improved health among our nation's youth. Project activities, driven by student, district and community input, will match students' interests and strengths with what experts recognize to be the most effective practices for achieving success as outlined in the following initiatives:

➤ ***Partnership for a Healthier America*** seeks to “reintegrate physical activity into the everyday lives of children and families, and to inspire and enable children to choose active play and sport.”²² PIVOT Project embraces and encourages a range of activities, from unstructured play to organized sports that students find fun and rewarding. As outlined in ***Invitational Priority I***, the best youth physical activity programs provide universal access. Watkins Glen's K-12 program is designed to encourage and engage all students by breaking down barriers to participation, promoting positive experiences and fostering a lasting appreciation for activity among youth of all ages, backgrounds, and skill levels. Youth with physical disabilities are said to have a 4.5 times higher rate of physical inactivity compared to youth without a disability and are twice as likely to report watching television for more than four hours per day.²³ The PIVOT Project is designed to meet the needs and spark the interests of all students, regardless of their level of physical ability. From hi-tech, innovative *Xer Trainer* sport walls and *Dance, Dance Revolution* to the more traditional swimming, hiking and yoga, all students will have a range of opportunities to boost their daily physical activity levels toward the 60 minute mark. Progress toward personal fitness goals will be recognized with further opportunities such as out-of-

²² Partnership for a Healthier America. *Policy Snapshot: the Crisis of Physical Inactivity*. 2012.
http://ahealthieramerica.org/sites/all/themes/pha/files/PHA_Policy_Brief_and_Design_Filters.pdf

²³ Partnership for a Healthier America. 2012.

school-time hiking and overnight camping trips for older students and day trips for boating, swimming and roller skating for younger students.

➤ **Alliance For a Healthier Generation – Physical Activity**: Schools should ensure that students at all age levels take part in at least 30 minutes of moderate-to-vigorous physical activity and offer a variety of activities to ensure all kids can find an activity they enjoy. Physical activity will be encouraged through school day fitness breaks including *Math and Movement* exercises and scheduled fitness room sessions at the Elementary Level as well as before and after-school supervised activities for all students district-wide. **Eat Healthy At School**: Making healthy eating the norm in schools is an important step toward improving children’s health. Communication and implementation of aligned Health and Wellness policies, as well as sequential nutrition and health education and the opportunity for hands-on, garden-based learning opportunities, will further promote healthy eating habits.

➤ **Presidential Youth Fitness Program - FitnessGram**, will provide Watkins Glen’s PE staff with meaningful data to better inform and align instruction with group and individual student needs. Students will be trained to evaluate their own fitness through self-assessments and generate reports to provide measures of progress with personalized plans for improvement.

➤ **Healthy Schools, NY** framework is based on the CDC’s Coordinated School Health Program, which addresses physical activity, nutrition, and tobacco through a Coordinated School Health Program model that seeks to empower students to make healthy lifestyle choices.

➤ **Schuyler County Health Department - HEAL (Health Eating Active Living) program** -The district will adopt the county’s initiative to reach a 10% reduction in obesity by 2015.

4) Adequacy of Resources - Proposed expenditures for the PIVOT Project will directly serve 1119 K-12 grade students, and 53 PE/Health and classroom teachers annually. The total

proposed three-year budget will allow for: 1) the hiring of a full-time Program Coordinator to oversee all project activities and an Instructional Support Teacher who will be dedicated to supporting curriculum work and instruction (36% of budget); 2) the purchase of high-quality interactive fitness equipment and supplies and materials to support students of all ages and abilities to achieve healthy fitness zone standards (23% of budget); 3) the delivery of highly effective professional development (15% of budget); 4) the rigorous evaluation of program goals and objectives (5% of budget); 5) contractual fees for collaborative programing and instructional services (7% of budget); 6) staff travel to required conferences and professional development (3% of budget); student travel as incentives (0.5% of budget); and indirect costs (1.5%). PIVOT Project costs are reasonable in relation to the number of participants and outcomes. Costs associated with providing direct services to students average \$338,168 per year for a per student cost of \$302 per year. Costs associated with investing in the training of teachers for sustained improvements to instruction average \$80,623 per year for a per teacher cost of \$1,521 per year. Administrative costs total \$18,767 for a per participant cost of \$16.

5) Quality of the Management Plan

Program Director: Nan Woodworth-Shaw, Director of Curriculum and Instruction, will dedicate 10% of her time to providing administrative oversight for the program. Ms. Woodworth Shaw is a certified school administrator with eleven years of experience overseeing and administering education programs. She will be responsible for program curriculum, professional development, and fiscal management of program grant funds. She will supervise the Program Coordinator and Instructional Support Teacher, and serve on the *Health Advisory Committee*. Ms. Woodworth-Shaw will be the primary liaison with the Carol M. White Program office. She

will work closely with the External Evaluator to implement the evaluation process and ensure that annual and final reports are submitted on time. Ms. Woodworth-Shaw's resume is attached.

Program Coordinator: Ms. Woodworth-Shaw and the *Health Advisory Committee* will recruit and hire a highly qualified and experienced Program Coordinator who will devote 100% of his/her time executing program activities and facilitating health and wellness initiatives with community partners. The Program Coordinator's qualifications will include NYS Certification as a Teacher of Physical Education and Health, as well as relevant experience designing and administering physical education and wellness programming. Position responsibilities will include working closely with PIVOT Project partners in the coordination of program activities including: monitoring compliance with the district Health and Wellness Policy; collaborative planning; collecting and compiling reporting data; purchasing and installing program equipment and supplies; facilitating before/after school activities; coordinating student/family events; scheduling program activities; and recruiting local fitness experts. The Program Coordinator will work closely with the Program Director, Instructional Support Teacher, Health Advisory Committee and the External Evaluator to implement the evaluation model, and collect data for the annual APR and final program reports.

Health and PE Instructional Support Teacher (IST) - The District will hire a fulltime IST who will provide K-12 job-embedded instruction with particular emphasis on supporting elementary teachers for integrating an aligned and sequenced health/nutrition education curriculum. The IST will assist teachers in increasing students' physical activity during the school day and will advise building teams on the adoption of new Wellness Policies. Qualified applicants will have NYS Teaching Certification in Physical Education and Health, as well as experience mobilizing systemic change within school settings to adopt, implement and advance

healthy lifestyle choices.

The district will contract with an External Evaluator who will provide independent evaluation of the program’s effectiveness. This will include working with district representatives to develop an evaluation methodology including assessment instruments, collection processes, and timelines. The External Evaluator will provide expertise and support for program execution, attend *Health Advisory Committee* meetings, and complete written summative evaluation reports.

Health Advisory Committee will be comprised of the Program Director, Program Coordinator, Instructional Support Teacher, Collaborating Partners, elementary and secondary PE Teachers, Health Teacher, Family and Consumer Science Teacher, Elementary Teacher, the Cafeteria Cook/Manager, School Nurse, two Building Principals, one male and one female student, and at least one parent representative. The committee will meet quarterly with the External Evaluator to review program performance data, monitor progress of the District Wellness Committee, identify strengths, weakness, barriers, and gaps and identify strategies for improving the program.

Site-based Wellness Committees will be comprised of a building administrator, teachers, students, parents and community members. These committees will meet monthly to assess, plan, and conduct activities that promote a climate of health and wellness and monitor implementation of the new District Wellness Policy. The chart below contains a timeline for the PIVOT Project.

Activity	Milestone	Completed By	Persons Responsible
Updated Health and Wellness Policies	<ul style="list-style-type: none"> ▪ Consultation with <i>Healthy Schools, NY</i> ▪ School Health Index (SHI) Completed ▪ Adoption of <i>Wellness Plan</i> ▪ Alignment of Nutrition Practices 	<ul style="list-style-type: none"> ▪ January 2013 ▪ February 2013 ▪ March 2013 ▪ June 2015 	<ul style="list-style-type: none"> ▪ Student Focus Groups ▪ Health Advisory Council ▪ WGCSD Board of Education ▪ Building Wellness Teams
Integrated Health, Nutrition, and PE	<ul style="list-style-type: none"> ▪ PECAT completed ▪ PE Curriculum mapping/alignment ▪ <i>FitnessGram</i> trial assessments ▪ Align Secondary 	<ul style="list-style-type: none"> ▪ February 2013 ▪ June 2013 ▪ Spring 2013 ▪ September 2013 	<ul style="list-style-type: none"> ▪ Health Advisory Council ▪ PE staff ▪ PE Staff ▪ Health/Home and Careers

Curriculum	<ul style="list-style-type: none"> ▪ Health/Nutrition curriculum ▪ PD on PE/Health topics ▪ PD <i>Health Smart</i> and relevant Health topics ▪ Establish Program Coordinator and IST positions ▪ Implement <i>Health Smart</i> supplemental K-12 curriculum ▪ Installation of Elementary Fitness room 	<ul style="list-style-type: none"> ▪ October 2013 and ongoing ▪ October 2013 and ongoing ▪ November 2013 ▪ December 2013 ▪ January 2014 	<ul style="list-style-type: none"> ▪ Staff ▪ Project Director/PE Staff ▪ K-6 and Health Staff ▪ Project Director/ Administrative Team ▪ IST, Health and Elementary teachers ▪ PE staff/Program Coordinator
Expanded Opportunities for Physical Activity	<ul style="list-style-type: none"> ▪ Before, during and after school opportunities for supervised physical activity including pool/fitness facilities ▪ Club-based outdoor recreation activities ▪ Summer fitness/health/nutrition instruction(SPANEP) 	<ul style="list-style-type: none"> ▪ October 2013 and ongoing ▪ March 2013 and ongoing ▪ July -August 2014-2016 	<ul style="list-style-type: none"> ▪ Project Coordinator, PE staff, K-6 Staff, Special Education Staff ▪ PE staff, Project Coordinator ▪ Program Coordinator, PE staff, Village Parks, Cornell Cooperative Extension, Catholic Charities
Student Personal Wellness Portfolios	<ul style="list-style-type: none"> ▪ Baseline Data Established ▪ <i>FitnessGram</i> fitness testing ▪ Short& Long-term wellness goals identified 	<ul style="list-style-type: none"> ▪ October 2013 ▪ Oct/Jan/June , Year 1; Fall & Spring Years 2-3 ▪ October 2013, 2014, 2015 	<ul style="list-style-type: none"> ▪ Program Coordinator/PE staff ▪ Program Coordinator, PE/Health Staff, Schuyler Co. Dept. of Public Health
Enhanced Tools for PE Staff	<ul style="list-style-type: none"> ▪ FitnessGram/ActivityGram software and program training ▪ X-er Dance/Interactive Sportwall technology trainings 	<ul style="list-style-type: none"> ▪ October 2013 ▪ January 2014 	<ul style="list-style-type: none"> ▪ Program Coordinator PE/ K-6 and Special Education Staff

6) Quality of the Project Evaluation

The district has conducted an informal survey of potential, high-quality external evaluators with the expertise to guide a successful Carol M. White PEP Grant project, including consulting with the New York State Association for Health, Physical Education, Recreation, and Dance. A letter of support is attached. Furthermore, the district is fully committed to participating in the national evaluation study of the Carol M. White grant, and, upon notification of award, will publish a Request for Proposals, review applications, and contract with an evaluator.

Evaluation of the PIVOT Project will include methods that are thorough, feasible and

appropriate to the goals, objectives and outcomes of the proposed program. More specifically, for the Watkins Glen Central School District and the U.S. Department of Education, the external evaluator will: (1) Enact a program logic model (reflecting proposed inputs to outputs) to respond to the reporting needs of the funding agency and to the real questions, concerns and continuous improvement issues that local constituents encounter; (2) Conduct a literature review to identify models of best practice, related pitfalls and other insights that might be gleaned from a review of relevant peer-reviewed studies; (3) Employ both quantitative and qualitative measures to monitor implementation and to monitor program and participant outcomes aligned with the Government Performance and Results Act (GPRA) Measures for a) increasing physical activity; b) achieving performance within Fitness Zone Standards for aerobic capacity, abdominal core capacity, upper body strength, flexibility and body composition; and c) increasing consumption of fruits and vegetables. Additionally, outcomes for locally relevant measures such as shifts in attainment of NYS Health and PE Standards and fitness and dietary shifts in correlation with Summer Physical Activity and Nutrition Education Program (SPANEP) activities will also be assessed. Data input shall include results of student fitness assessments, as well as activity and nutrition logs and pre/post responses to Physical Activity and Nutrition Surveys; (4) Identify other sources of data for gathering detailed, descriptive information about the program including program activities, services provided, staff development activities, and program organization; (5) Document shifts in policy and related practices that ensure program sustainability; (6) Assess fidelity to core programs enacted and use of data to drive the Health and PE instructional model as proposed; (7) Respond to the reporting needs of the funding agency; and (8) Disseminate regionally unique aspects of the program under study and identify promising practices.

The evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. Specifically, the evaluation team will conduct quarterly site conferences and generate corresponding reports reflecting data gathering, emerging findings and other information to drive continuous program improvement. In the first site conference (November), the evaluation team and other stakeholders, including parents and students, will discuss the purpose and scope of the evaluation: *What are the methods and strategies to be employed for collecting measurements of in-program and out-of-program physical activity and dietary monitoring across the grade levels?* The results of this meeting will inform data collection methodology and timelines, shape survey and interview protocols and suggest other evaluation methods not already specified which will be consistent with the federal program evaluation guidelines. A schedule of data-collection windows and protocols will be finalized to include baseline in Year 1 and two collection windows for Years 1 – 3. Each year, the second meeting (February) will review the data collected and emerging findings. Discussion will focus on: *What challenges and barriers have emerged and how have they been handled?* The third site visit each year (April) will finalize plans for collecting data and evaluation of the SPANEP as well as end-of-year analysis and reporting. Core issues and related data will reflect: *What are the changes/impacts on students' experiences, reported behaviors, and physical fitness and education outcomes?* The fourth site visit (July) will focus on: *Next steps, what health and physical education services, collaborations and resources are needed to continue improving student outcomes?* The evaluation team will complete project data and survey analysis and prepare a comprehensive report to be presented to the Wellness Advisory Committee each fall. At that time, the team will facilitate discussion to identify effective strategies with promise for replication within the region and means to sustain efforts.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant
* c. State
* d. Local
* e. Other
* f. Program Income
* g. TOTAL

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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:

PROGRAM SPECIFIC ASSURANCE

Agency Name: Watkins Glen Central School District DUNS # 0944025830000

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
- Partnership for a Healthier America
- Alliance for a Healthier Generation
- Presidential Youth Fitness Program
- Healthy Schools, NY
- Schuyler County Health Department *Healthy Eating Active Living* (HEAL) Program

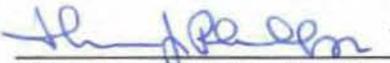
4. Align students' use of the equipment with PEP elements applicable to our project, identified in the absolute priority, and any applicable curricula.

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.

Thomas J. Phillips
Name of Authorized Representative


Signature of Authorized Representative

Superintendent of Schools
Title

4/12/13
Date

Watkins Glen Central School District
Applicant Organization

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p><i>[Handwritten Signature]</i> Completed on submission to Grants.gov</p>	<p>* TITLE</p> <p>Superintendent of Schools</p>
<p>* APPLICANT ORGANIZATION</p> <p>Watkins Glen Central School District</p>	<p>* DATE SUBMITTED</p> <p>Completed on 4/12/13 submission to Grants.gov</p>

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

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.

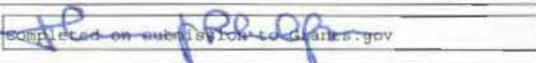
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this 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 Watkins Glen Central School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Thomas
Middle Name: J.	
* Last Name: Phillips	Suffix:
* Title: Superintendent of Schools	
* SIGNATURE: 	* DATE: 4/12/13

**LEA Partner Agreement for Competitive Preference Priority #2:
Partnerships Between Applicants and Supporting Community Entities**

Watkins Glen Central School District, LEA Partner

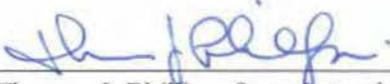
Roles and Responsibilities: The Watkins Glen Central School District will: (1) serve as the lead agency and fiscal agent for the PIVOT Project; (2) contract for purchased services with program partners and vendors to meet program goals and objectives; (3) provide administrative oversight for all program activities; (4) contract with an independent evaluator to provide program evaluation; (5) coordinate joint planning with all program partners; and (6) participate in a national evaluation as a PEP grant awardee.

Contribution to the Project:

- In proposing systemic changes to PE and Health education, the Watkins Glen Central School District will provide matching funds in the amount of \$250,559 over the three year grant period in support of the PIVOT Project, to include:
 - A 0.10 FTE for administrative oversight of all program activities;
 - Teacher Stipends for monthly Health Advisory Committee Meetings, Site Based Joint Planning Time, Grade-span (K-5, 6-12) School based Wellness Committee meetings, and after school stipends for Extended Fitness Center hours;
 - Lifeguard Costs for extended pool hours before school, after school, and on Saturdays;
 - Supplemental *Health Smart* Curriculum supplies for Intermediate (6-8) and Secondary (9-12) students, including textbooks, teacher guides, and resource kits; and
 - Physical Education Program supplies for indoor and outdoor physical fitness activities.

This agreement is in support of Watkins Glen Central School District's Carol M. White PEP Project and was developed after timely and meaningful consultation between the required partners.

Signature of LEA's Authorized Representative: _____


Thomas J. Phillips, Superintendent of Schools

Dated: _____

4/12/13

March 13, 2013

Dear Tom Phillips,

On behalf of the Village of Watkins Glen, I am pleased to write in support of the School District's application for federal grant funds from the Carol M. White Physical Education Program. We recognize that in order to have a healthy local economy, we must have a community that embraces a healthy lifestyle. We are eager to partner with the Watkins Glen Central School District, Schuyler County Health Department, Schuyler Hospital and Cornell Cooperative Extension in a comprehensive program that will assist our area youth to increase their physical activity and gain knowledge to adopt a healthy lifestyle.

The attached Partnership Agreement outlines our commitment to provide year-round access to our family-friendly parks and recreational facilities. In addition, we are pleased to contribute the services of our Director of Parks and Recreation (DPR) and \$5,500 annually to support a Summer Physical Activity and Nutrition Education Program. Our DPR, who is a former PE teacher, will collaborate with school district staff to support achievement of the NYS Learning Standards for Physical Education, Health, and Family and Consumer Science. Summertime physical education instruction that utilizes our community facilities and partnerships will expand opportunities for students who would otherwise lack financial resources and/or supervision to engage in health and fitness activities.

Our village is a vacation destination for thousands of people each year who come to experience swimming and watersports on Seneca Lake, camping and hiking in Watkins Glen State Park, locally grown products from area farms and our motor sports racing history. We are fortunate to live in an area that offers many opportunities to celebrate lifetime fitness. The Village of Watkins Glen is invested in maintaining and expanding those opportunities, not just for the sake of local tourism, but also to support and enhance our residents' quality of life. We look forward to continuing our collaboration with your staff to achieve that goal.

Sincerely,



R. Mark Swinnerton
Mayor, Village of Watkins Glen

**LEA Partner Agreement for Competitive Preference Priority #2:
Partnerships Between Applicants and Supporting Community Entities**

Village of Watkins Glen, Head of Local Government Partner

Roles and Responsibilities:

The Village of Watkins Glen is committed to supporting facilities, programs and community partnerships that enable village residents to engage in physical activities that promote general health and wellbeing. Our role and responsibility for this project will include; 1. Maintaining three community facilities as safe and attractive public spaces for youth and family recreation activities and, 2. Assigning the Director of Parks and Recreation to participation on the Program Advisory Committee to facilitate village support for joint programming with the School District and community partners.

Contribution to the Project:

- The Village of Watkins Glen will provide year-round access to the following public spaces (as appropriate) at no cost to youth program participants, including those who live outside of the village:
 - **Clute Park** features 35 acres of family recreation area located within walking distance of downtown on the shore of Seneca Lake. The park includes tennis courts, a soccer field, public swimming area and bathhouses, picnic tables, a children's playground, Small-fry ball field, skate park and a large enclosed pavilion. Clute Park's location affords easy access to extensive hiking and biking opportunities. It is within walking distance of the school, **Watkins Glen State Park** and at the beginning of the 10-mile **Catharine Valley Trail**. Adjacent to the park, a public boat launch provides lake access for canoeing and kayaking.
 - **Lafayette Park** is located just a block from downtown and three blocks from the school district campus. It features a large covered bandstand, extensive lawn space, and a children's playground.
 - **The Community Center** is conveniently located within walking distance of Clute Park, Lafayette Park and the school district campus. The Center houses the Village's indoor **roller skating rink** and offers roller-skates for rental during its current hours of operation on Friday evenings from 6-10pm.
- In addition, the Village will support the School District's Carol M. White Physical Education Program by contributing:
 - **The services of its Director of Parks and Recreation (DPR)** to execute a **Summer Physical Activity and Nutrition Education Program (SPANEP)**. The DPR has over 25 years of experience organizing recreational programming and is **NYS certified to teach Physical Education**. She will work with the grant's Program Coordinator to recruit, hire and train 18 seasonal staff. These staff will deliver a 24-day (96-hour) summer program (SPANEP) to 120 youth who will increase their physical fitness, learn about nutrition, grow a vegetable garden and explore health and wellness careers.
 - **Seasonal staff coordination and supervision by the Director of Parks and Recreation** to support the Summer Physical Activity and Nutrition Education Program (SPANEP) serving 120 students entering grades one through six.
 - **\$5,500, representing 25% cash match** towards the program cost of 18 seasonal staff employed by the Village to deliver SPANEP annually.

This agreement is in support of Watkins Glen Central School District's Carol M. White PEP Project and was developed after timely and meaningful consultation between the required partners.

Signature: _____

R. Mark Swinnerton, Mayor, Village of Watkins Glen

Dated: 3.18.2013

**LEA Partner Agreement for Competitive Preference Priority #2:
Partnerships Between Applicants and Supporting Community Entities**

**Greater Southern Tier Board of Cooperative Education Services, Provider of Food Services,
Watkins Glen Central School District**

Roles and Responsibilities: Our goal is to provide school districts with a comprehensive food service management resource to manage the complex systems associated with running the National School Breakfast and Lunch Programs. We work with school district administrators to meet your goals for your food service program while handling complete responsibility in staying current with the state and federal laws related to school meals.

- Managing recipe books, controlling portions and analyzing nutrition.
- Menu planning guidance by a Registered Dietitian for optimal nutritional value and balance.
- Hiring and training managers and staff.
- Generating financial reports and statistical comparisons with other regional schools to make sure each district served is meeting industry benchmarks like food cost per meal and meals per labor hour.

Contribution to the Project:

- Provide information on current initiatives and recommendations regarding school nutrition policy.
- Provide students, staff and parents with information on the nutritional content of school breakfast, lunch and ala-carte offerings.
- Help assess recommendation on food selections students should choose, "Often", "Sometimes", and "Occasionally."
- Display information to promote healthy eating and physical activity.
- Coordinate use of cafeteria space and equipment to support educational activities after-school.
- Participate in quarterly Carol M. White Physical Education Grant Project Advisory Committee meetings.

This agreement is in support of Watkins Glen Central School District's Carol M. White PEP Project and was developed after timely and meaningful consultation between the required partners.

Signature: (b)(6)
Gigi Fusco, Cook, Manager

Dated: 3/20/13 4/12/13



SCHUYLER COUNTY PUBLIC HEALTH

106 South Perry Street, Suite 4
Watkins Glen, NY 14891
(607) 535-8140 Fax: (607) 535-8157
www.schuylercounty.us

March 28, 2013

To whom it may concern,

Schuyler County Public Health Department is in full support of the Watkins Glen Central School District being awarded the Carol M. White PE Program Grant. We see the impact daily of inactivity and poor nutrition in our populations. Public Health's mission is to prevent complications due to poor nutrition and overweight populations, by preventing the problems from ever developing. We feel the District has the ability and commitment to complete the goals of this grant in partnership with community partners.

We commit to a partnership to meet the goals of the Carol M. White Grant including increasing students activity levels, developing and implementing an integrated health, nutrition and fitness program, improving environmental conditions and policies that effect community health.

As a Department we have a long relationship with the school and their personnel. We have serviced on their Shared Decision Making, SADD and Wellness committees. They have served on many of our committees also, including the Schuyler County Commission on Underage Drinking and Drugs, and Systems of Care.

Sincerely,

(b)(6)

Marcia Kasprzyk RN

Schuyler County Public Health Department

"An Equal Opportunity / Affirmative Action Employer"

This communication is intended only for the individual or entity to which it is addressed, and may contain information that is privileged, confidential and exempt from disclosure under applicable law. If the reader of this communication is not the intended recipient, or the employee or agent responsible for delivering the communication to the intended recipient, you are notified that any dissemination, distribution, or copying of this communication is strictly prohibited. If you have received this communication in error, please notify the sender immediately by telephone and return the original communication to us at the address above by the U.S. Postal Service. Thank you.

PR/Award # S215E130232
Page 53

**LEA Partner Agreement for Competitive Preference Priority #2:
Partnerships Between Applicants and Supporting Community Entities**

Schuyler County Public Health Department, Public Health Entity Partner

Roles and Responsibilities:

Schuyler County Public Health Department provides primary prevention programs to reduce the incidents of chronic disease and facilitates community-based health education initiatives to reduce risk behaviors that adversely affect community health and wellness.

Contribution to the Project:

This agreement is in support of Watkins Glen Central School District's Carol M. White PEP Project and was developed after timely and meaningful consultation between the required partners.

(b)(6)

Signature:

Marcia Kasprzyk, RN, Director of Public Health Department

Dated:

3/28/13

**LEA Partner Agreement for Competitive Preference Priority #2:
Partnerships Between Applicants and Supporting Community Entities**

Schuyler Hospital, Public Health Entity Partner

Roles and Responsibilities: For almost 90 years, Schuyler Hospital has been a dedicated provider of a wide range of medical services to the community. Our mission, "to optimize the health and healing experience of all people we serve in a safe, compassionate, and respectful environment," is realized by our long-standing tradition of combining advanced technology with the highest level of personal care. We have evolved into a network of providers, programs, and services that reaches 32,000 residents throughout Schuyler, Seneca, and southern Yates Counties. We welcome the opportunity to collaborate with Watkins Glen Central School District and other community partners as part of our vision to deliver "excellent, innovative services to meet the needs of the communities we serve." Schuyler Hospital currently has a collaborative agreement with Watkins Glen CSD to provide Athletic Training Services to school athletes and Physical Therapy for students with identified PT needs, on site. We look to further our collaboration by lending the expertise of our physicians, nurses and nutritionists to provide professional learning opportunities for Health, Physical Education and School Nursing staff.

Contribution to the Project:

Schuyler Hospital is committed to supporting the Watkins Glen Central School District's Carol M. White PEP Project through the following activities:

Presentations in Health Related Topics for school Health, PE and Nursing staff will be provided by hospital Physicians, Nurses and Nutritionists at a cost of \$100/presentation. Topics will include:

- Diabetes, diabetes prevention, asthma, and cardiovascular health,
- The importance of exercise and proper nutrition to avoid or manage health conditions,
- Providing a school and classroom environment that encourages healthy behaviors.

Carol M. White PEP Project Advisory Committee Representation working in support of projects goals and objectives.

This agreement is in support of Watkins Glen Central School District's Carol M. White PEP Project and was developed after timely and meaningful consultation between the required partners.

Signature: (b)(6)

Dated: 4/10/13

**LEA Partner Agreement for Competitive Preference Priority #2:
Partnerships Between Applicants and Supporting Community Entities**

Cornell University Cooperative Extension (CCE) of Schuyler County, Community-Based Organization Partner

Roles and Responsibilities: Cornell University Cooperative Extension is an educational system enabling people to improve their lives and communities through partnerships that put experience and research knowledge to work.

Contribution to the Project: Cornell University Cooperative Extension of Schuyler County is pleased to contribute the following program components in partnership with the Watkins Glen Central School District.

- **Eat Smart New York Program:** Individualized healthy meal planning and food preparation classes will be provided free of charge to eligible families who are referred to this program by the Project Coordinator or upon their request. The program is comprised of 6 classes and assists families to choose and prepare healthier foods while at the same time making their food dollars stretch further. CCE Educators will work with families in small group settings at the school and in churches and community centers throughout the district.
- **Cooking Matters:** This *Share Our Strength* program assists participants to prepare an entire meal under the guidance/direction of a volunteer, local chef. CCE Nutrition educators will coordinate chef volunteers and provide the nutrition education and information to increase families' food security. Six, two-hour classes will teach basic cooking skills while promoting the consumption of vegetables and fruits, whole grains, low fat milk products and low-cost protein foods. At each class the chef introduces a recipe and demonstrates the skills to prepare it. Students will then work in teams to make the dish. At the end of the class, their families are invited to enjoy a light dinner together. Students and parents all get to sample each recipe, receive nutrition information, food shopping tips and ingredient lists to prepare the foods at home. \$2,400 in PEP Grant funds will be used to support four (4) six-week series at a cost of \$600 each, which includes all supplies and materials. Two series, each targeting 12 students and their families, will be provided during the **Summer Physical Activity and Nutrition Education Program (SPANEP)**. Two (2) series will also be provided afterschool to serve an additional 24 secondary students and their families.

4H Curriculum: Cornell Cooperative Extension will provide training for SPANEP staff and afterschool staff to deliver the following researched-based curriculum approved by Cornell and SNAP-ED.

- **Cooking Up Fun:** For ages 9 and up. Hands-on series of six, one and one half hour classes (one per week for six weeks) focused on teaching kids cooking skills while providing nutrition information to promote healthier food and beverage choices. Each class also includes a physical activity component to promote a healthy life style.
- **Jump into Food and Fitness:** This 3rd - 5th grade program teaches kids strategies to prevent or combat obesity through fun! Each of the six lessons has a nutrition activity, physical activity and food preparation activity. The lesson titles are: Replace Sweetened Drinks with Low-Fat Milk and Water, Eat a Rainbow: Eat More Vegetables and Fruits, Choices for Health: Label Reading, Eat More Whole Grains: Make Half Your Grains Whole, Healthier Foods Fast: Eat Fewer High-Fat High Sugar Foods, Power Up Your Day: Eat Breakfast!

In addition, a Nutrition Educator will work with the **Program Advisory Committee** and the **Schuyler County Health Department's HEAL (Healthy Eating and Activity for Life) Committee** to further develop collaborations that result in increased health benefits for students and their families.

This agreement is in support of Watkins Glen Central School District's Carol M. White PEP Project and was developed after timely and meaningful consultation between the required partners.

(b)(6)

Signature: _____

Danielle Hautaniemi, Executive Director

Dated: _____

March 22, 2013

**LEA Partner Agreement for Competitive Preference Priority #2:
Partnerships Between Applicants and Supporting Community Entities**

Catholic Charities of Schuyler County, Community-Based Organization Partner

Roles and Responsibilities: Catholic Charities is committed to fighting the effects of poverty and its root causes through its work. Catholic Charities provides a number of needed programs and services in this community with a priority toward the poor. We work to ensure that people have food, clothing, shelter, medical services, and the ability to achieve a decent standard of living. Currently, Catholic Charities partners with the Greater Southern Tier Board of Cooperative Education Services to provide staff and program activities for students engaged in a 21st Century Community Learning Center Program at the Watkins Glen School.

Contribution to the Project: Catholic Charities of Schuyler County is pleased to expand its current collaboration with the District to improve local families' nutrition knowledge, practices and food security. Catholic Charities will provide the following program components and in-kind match to strengthen the Carol M. White PEP Project.

- In-kind donation of \$5,000 used to provide the following:
 - Gardening materials: seeds, tools, hoses for watering
 - Garden supervisor and youth workers to assist with programing
 - The garden will contain a small CSA and individual gardening plots

In addition, Catholic Charities will continue to provide a staff member who serves on the *District Wellness Committee* and will designate a representative to participate on the *Carol M. White PEP Program Advisory Committee* to assist in project implementation and ongoing evaluation.

This agreement is in support of Watkins Glen Central School District's Carol M. White PEP Project and was developed after timely and meaningful consultation between the required partners.

(b)(6)

Signature:

Debra MacDonald, Agency Director

Dated:

3/25/13



Student Support Services Center

Genesee Valley Educational Partnership (BOCES)

80 Munson Street
LeRoy, NY 14482
(585) 344-7570
(585) 344-7578 fax

April 8, 2013

The Student Support Services Center of the Genesee Valley Educational Partnership agreement with Watkins Glen Central School District, Watkins Glen, NY

The Student Support Services (SSS) Center of the Genesee Valley Educational Partnership is one of 14 agencies funded by the NYS Department of Health through the Healthy Schools New York Initiative. The SSS Center provides technical assistance, training, support and resources to schools and school districts in New York State to assess, plan, develop, and implement comprehensive school health policies. HSNY focuses its efforts on Board of Education-approved physical education plans and wellness policies that include physical activity and nutrition elements. HSNY supports districts to develop and implement physical education plans that align with New York State Education Department Commissioner Regulations Part 135 for Health and Physical Education. This approach to chronic disease prevention emphasizes changing systems and policies to create healthier environments for all school children in New York. The goal of the initiative is to increase opportunities for quality physical education, physical activity and promote healthful eating in New York State school districts.

Contribution to the Project in 2013 and beyond:

- Align the PEP grant project with the Healthy Schools New York Initiative to promote quality physical education, increased physical activity and healthful eating
- Assistance researching effective policies and best practices for school wellness, physical education, physical activity and nutrition as it relates to the PEP grant project
- Assistance with identifying and engaging internal and external collaborators that support the comprehensive school wellness policy work including the PEP program
- Assistance assessing and revising, as necessary, existing wellness and nutrition policies based on assessment data including Centers for Disease Control's School Health Index, PECAT and HECAT and Yale University Rudd Center's Wellness School Assessment Tool
- Assistance writing new wellness and nutrition policies as well as physical education plans as necessary
- Make available media resources for promoting quality physical education, physical activity and healthful eating
- A minimum of one day of technical assistance per month is provided to Watkins Glen Central School District by an experienced SSS Center HSNY Coordinator as part of HSNY (\$9,500 value) which directly aligns with the PEP grant project.

- Support to Watkins Glen Central School District to explore additional supports and funding, such as Action For Healthy Kids to further promote school health and wellness

This agreement is in support of Watkins Glen Central School District's PEP grant and was developed after timely and meaningful consultation between the SSS Center and the Watkins Glen Central School District. PEP grant matching support equals \$9,500 per year starting in 2013, providing HSNY is funded at a current or similar rate, and going to March 31, 2015.

Respectfully,

(b)(6)

Kim McLaughlin, MS Ed, CAS, MCHES

Center Director

OBJECTIVE

I am seeking a position as a school administrator.

EDUCATION**Massachusetts College of Liberal Arts • May 2004**

- ❖ Completed certification requirements for SAS (May 2003) and SDA (May 2004)

University of Washington • August 1980

- ❖ Master of Arts in Special Education – Deaf Education

Northern Arizona University • December 1976

- ❖ Bachelor of Science in Education – Elementary and Special Education (K-12)
- ❖ Graduated Summa Cum Laude, Phi Kappa Phi (national scholastic honorary)

Watkins Glen Central School District • June 1972

- ❖ Regents Diploma

EXPERIENCE**Director of Curriculum, Instruction, & Student Services, Watkins Glen Schools****❖ July 2007 – Present**

- Coordinate and supervise Curriculum, Professional development, Testing, Data, Grant management & writing, Special education services, Response to Intervention, District-wide departments.
- Facilitate numerous district-wide initiatives, including the Wellness Policy
- Member of Community Services Board, which oversees the county Offices of Mental Health, People with Developmental Disabilities, and Alcohol and Drug Addiction. School District Member of Single Point of Access (SPOA) through Mental Health
- School District representative for Systems of Care – an effort to coordinate numerous County and community agencies and services
- Member of Regional STEM Deployment Team with Corning, Inc. and GST BOCES.
- Member of Race to the Top Regional Network Team with GST BOCES.

Principal for Special Programs, Washington-Saratoga-Warren-Hamilton-Essex BOCES, Southern Adirondack Education Center, Hudson Falls, NY**❖ July 2005 – June 2007**

- Coordinated and supervised special education and alternative high school programs at a career/technical education center. Developed and implemented all facets of programming.
- Participated as a member of curriculum, professional development, safety, technology, crisis management, and site-based team committees.

Director of Special Education, Argyle Central School District**❖ February 2002 – June 2005**

- Oversaw the operation of the Committee on Special Education, coordinating services for students with disabilities as well as intervention services. Supervised special education teachers, paraprofessionals, and related service providers.
- Established and implemented policies and procedures to meet state and federal regulations for special education and 504 accommodation plans.
- Developed in-service training for staff to meet the needs of all students and provide for students with disabilities to be integrated in the general education setting.

Special Education Teacher – Maple Avenue Middle School and Junior High School, Saratoga Springs, NY

❖ **September 1989 – February 2002**

- Taught 7th grade students with learning disabilities within a multi-disciplinary team
- Pupil Services Team
- Coordinated academic testing and scheduled 180 students with disabilities
- Member of inter-disciplinary instructional team
- Member of Crisis Response and School Safety Teams
- Odyssey of the Mind Coach
- Literacy Committee

Teacher of students with Hearing Impairments – Saratoga-Warren-Washington Counties BOCES, Saratoga Springs, NY and Bremerton School District, Bremerton, WA

❖ **September 1980 – June 1989**

- Taught secondary level hearing impaired students in all academic areas.
- Curriculum development
- Scheduling of interpreters to integrate students
- Committee to develop Washington state guidelines for programs for students with hearing impairments
- Provided outdoor education experiences for students

Teacher of students with Emotional Disturbance – Meany Middle School, Seattle, WA and Elmira Psychiatric Center, Schuyler-Chemung-Tioga BOCES, Elmira, NY

❖ **September 1977 – June 1979**

- Taught all academic areas in secondary classes.
- Much emphasis on group interaction and affective areas through a structured and therapeutic behavioral management program.

Licenses and Certificates

- School Administrator/Supervisor (New York State) 2003
- School District Administrator (New York State) 2005
- Elementary Education – K-6 (New York and Washington States) 1980
- Special Education – Pre-K – 12 (New York and Washington States) 1980
- Deaf Education K-12 (New York and Washington States) 1982

SKILLS

- Coordination and supervision of services
- Facilitate curricular and programmatic planning
- Professional development and training
- Using data to drive instruction
- Much experience in planning for the needs of the “whole child” – both academic and social/emotional through differentiated instruction and interdisciplinary services
- Proficient with technology as an organizational and instructional tool

Watkins Glen

Central · School · District
Thomas J. Phillips · Superintendent of Schools

Position Available: Physical activity Is Vital to Our Tomorrow (**PIVOT**) Project Coordinator
1.0FTE

Effective: This is a 12-month position to begin in the 2013-2014 school year.

Required Training: Physical Education, Health, or Administrative Certification is Preferred.
We will consider Civil Service candidates as well.

Salary: This is a grant-funded position, with a starting salary of up to \$58,000 for the first year, and incremental raises per contract throughout the three-year term of the grant.

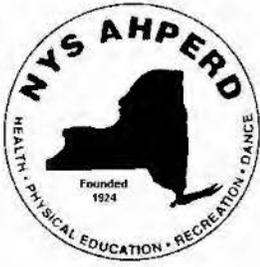
Duties and Responsibilities:

- Coordinate the implementation of the **Carol White Physical Education Program Grant** for three school years
- Providing high-quality nutrition education for students, incorporating garden-based learning
- Work with community agencies, district staff, and building leadership to encourage healthy habits
- Provide health and wellness information to school staff
- Work with staff from the Village of Watkins Glen, Cornell Cooperative Extension and Catholic Charities to implement a fitness and nutrition education program for students during the summer
- Work with committees on wellness efforts, leading a Health Advisory Committee
- Work with grants administration to expand grant funds and coordinate curricular adjustments
- Complete data collection, training in data tools for PE department, and data reporting for the grant
- Oversee installation and maintenance of program equipment and supplies
- Coordinate family/school fitness events
- Work with the independent evaluation team to implement the evaluation model

Application Procedure:

Applicants are encouraged to apply on-line at <http://www.wgcsd.org/employment.cfm> , or to send a letter of interest and resume to: Thomas J. Phillips, Superintendent of Schools at 303 12th St., Watkins Glen, NY 14981

This posting will remain in effect until the position is filled or cancelled.



NEW YORK STATE ASSOCIATION FOR HEALTH,
PHYSICAL EDUCATION, RECREATION AND DANCE, INC.

To: United States Department of Education
From: Colleen C. Corsi, Executive Director *Colleen C. Corsi*
Subject: Carol M. White Physical Education Program Grant
Date: March 18, 2013

Please allow this memorandum to confirm that the New York State Association for Health, Physical Education, Recreation and Dance strongly supports and is committed to the success of the Carol M. White Physical Education Grant Program. As the state professional organization dedicated to quality Health and Physical Education programs, we enthusiastically provide our steadfast support for the Watkins Glen Central School District's grant proposal.

We are pleased to attest to the professionalism and capacity of Watkins Glen Central School District's staff to successfully implement the projects described in this grant application. By taking on the challenge of writing this grant, they have recognized the potential improvements to be made in their Physical Education program. We commend their efforts and applaud their desire to offer a quality Physical Education Program to enhance the ability of their students to meet the NYS Learning Standards for Physical Education. We will support their efforts throughout the term of the grant.

Should you require any further information, please contact me at (315) 823-1015.

Meachele Manchester

From: Wahrlich, Shelley <SWahrlich@dhses.ny.gov>
Sent: Wednesday, March 13, 2013 3:34 PM
To: Meachele Manchester
Subject: RE: Intergovernmental Review Process

It is not subject to state review. Thank you.

From: Meachele Manchester [<mailto:MMANCHESTER@gstbooces.org>]
Sent: Wednesday, March 13, 2013 3:17 PM
To: Wahrlich, Shelley
Subject: Intergovernmental Review Process
Importance: High

Dear Ms. Wahrlich,

The Watkins Glen Central School District will be submitting a federal grant application for **CFDA #84.215F, Carol M. White Physical Education Program**. Is this federal funding opportunity subject to state review under Executive Order 12372? If so, please provide details as to the process of facilitating compliance with the order.

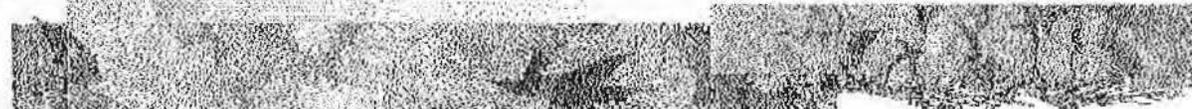
Thank you for your time and attention to this matter

Sincerely,
Meachele Manchester

*Meachele D. Manchester
Educational Grants Specialist
GST BOCES Grants Services
Booth Education Center
414 Davis Street
Elmira, NY 14901*

(607) 735-3376
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mmanchester@gstbooces.org

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GRANTS FINANCE
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June 2012

550301060000
Watkins Glen Csd
303 12th St
Watkins Glen, NY 14891-1699

Dear Chief Administrative Officer:

The State Education Department has calculated indirect cost rates for the 2012-2013 program year in accordance with the regulations found in United States Education Department General Administrative Regulations (EDGAR) 34 CFR parts 75.560-75.564 and 76.560-76.569 and United States Department of Education guidance.

Federal regulations require the use of restricted indirect cost rates for grant programs that prohibit supplanting. The rates for your school district are as follows:

RESTRICTED RATE: 1.5% UNRESTRICTED RATE: 12.3%

Consistent with Department policy, the restricted rates will be used for all categorical grant programs allowing indirect costs. Program specific requirements may further limit indirect cost recovery. The unrestricted rate is used for school food service programs and certain direct funded Federal programs.

These rates are established for a one-year period for 2012-2013. Using the data submitted by your agency on its ST-3 Annual Financial Report for Fiscal Year Ending June 30, 2011, the new rates were calculated according to the methodology approved by the US Department of Education - Indirect Cost Group.

Costs considered to be indirect for purposes of calculating your restricted rate are limited to the following ST-3 account codes:

- A1310 Business Administrator
- A1325 Treasurer
- A1420 Legal
- A1460 Records Management
- A1670 Central Printing and Mailing
- A1620 Pro rata share of Operation of Plant
- A5530 Pro rata share of Garage Building
- A1621 Pro rata share of Maintenance of Plant
- A1320 Auditing
- A1345 Purchasing
- A1430 Personnel
- A1660 Central Storeroom
- A1680 Central Data Processing

The maximum dollar amount of indirect costs allowable under a grant can be determined by multiplying the restricted indirect cost rate by the modified total direct cost base (MTDC) of the grant. MTDC is computed as total direct costs less equipment, alterations and renovations, the portion of each subcontract exceeding \$25,000 and any flow through funds.

(OVER)

Module 1: School Health and Safety Policies and Environment Score Card

Instructions

- Carefully read and discuss the Module 1 Discussion Questions (pages 5-28), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 1 Planning Questions located at the end of this module (pages 29-30).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	District Wellness Comm. Committee (Yes) Need Student Reps x Representative school health committee or team	3	2	1	0
CC.2	Written school health and safety policies	3	2	1	0
CC.3	Communicate health and safety policies to students, parents, staff members, and visitors	3	2	1	0
CC.4	Positive school climate	3	2	1	0
CC.5	Overcome barriers to learning - Serv. in Place -	3	2	1	0
CC.6	Enrichment experiences	3	2	1	0
CC.7	Local wellness policies	3	2	1	0
CC.8	Standard precautions policy	3	2	1	0
CC.9	Professional development on meeting diverse needs of students	3	2	1	0
CC.10	Prevent harassment and bullying	3	2	1	0
CC.11	Active supervision	3	2	1	0
CC.12	Written crisis response plan	3	2	1	0
CC.13	Student involvement in decision-making	3	2	1	0
S.1	Safe physical environment	3	2	1	0
S.2	Maintain safe physical environment	3	2	1	0
S.3	Staff development on unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Access to physical activity facilities outside school hours	3	2	1	0
PA.2	Adequate physical activity facilities	3	2	1	0
PA.3	Prohibit using physical activity as punishment	3	2	1	0
N.1	Prohibit using food as reward or punishment	3	2	1	0
N.2	Access to free drinking water	3	2	1	0
N.3	All foods offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.4	All beverages offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.5	Foods offered outside school hours in high schools meet strong nutrition standards	3	2	1	0
N.6	Beverages offered outside school hours in high schools meet strong nutrition standards	3	2	1	0
N.7	Fundraising efforts during and outside school hours meet strong nutrition standards	3	2	1	0
N.8	Advertising and promotion of foods and beverages	3	2	1	0
T.1	Prohibit tobacco use among students	3	2	1	0
T.2	Prohibit tobacco use among school staff members and visitors	3	2	1	0
T.3	Enforce tobacco-use policies	3	2	1	0
T.4	Prohibit tobacco advertising	3	2	1	0
A.1	Written policies for carry and self-administration of	3	2	1	0

HS - No Locker Room
Supervisor
Lack of female
Eym teacher
Always
Lack of Staff

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

	quick-relief medications				
A.2	Professional development on asthma	3	2	1	0
A.3	Implement indoor air quality practices	3	2	1	0
A.4	Implement integrated pest management practices	3	2	1	0
SH.1	Non-discrimination on the basis of HIV infection policy	3	2	1	0
SH.2	Confidentiality of HIV status	3	2	1	0
SH.3	Professional development for all staff members on HIV policies or laws	3	2	1	0
SH.4	Professional development for administrators and teachers on HIV, other STD, and pregnancy prevention	3	2	1	0
SH.5	Non-discrimination on the basis of pregnancy or parenting status policy	3	2	1	0
SH.6	Strategies to meet the needs of LGBT youth	3	2	1	0

lack of services in County

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

18	16	17	0
----	----	----	---

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (123) by subtracting 3 for each question eliminated).

TOTAL POINTS: Add the four sums above and enter the total to the right.

MODULE SCORE =
(Total Points / 123) X 100

51
42%

Module 2: Health Education

Score Card (photocopy before using)

Instructions

- Carefully read and discuss the Module 2 Discussion Questions (pages 5-15), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 2 Planning Questions located at the end of this module (pages 17-18).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Required health education course	3	2	1	0
CC.2	Health education grading	3	2	1	0
CC.3	Sequential health education curriculum consistent with standards	3	2	1	0
CC.4	Active learning strategies	3	2	1	0
CC.5	Opportunities to practice skills	3	2	1	0
CC.6	Culturally appropriate activities and examples	3	2	1	0
CC.7	Assignments encourage student interaction with family and community	3	2	1	0
CC.8	Credentialed health education teachers	3	2	1	0
CC.9	Professional development in health education	3	2	1	0
CC.10	Professional development in delivering curriculum	3	2	1	0
CC.11	Professional development in classroom management techniques	3	2	1	0
S.1	Essential topics on preventing unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Essential topics on physical activity	3	2	1	0
N.1	Essential topics on healthy eating	3	2	1	0
T.1	Essential topics on preventing tobacco use	3	2	1	0
A.1	Essential topics on asthma awareness	3	2	1	0
SH.1	Essential topics for preventing HIV, other STD, and pregnancy	3	2	1	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

12	12	5	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (51) by subtracting 3 for each question eliminated).

TOTAL POINTS: Add the four sums above and enter the total to the right.

MODULE SCORE =
(Total Points / 51) X 100

29
57 %

Module 3: Physical Education and Other Physical Activity Programs

Score Card (photocopy before using)

Instructions

- Carefully read and discuss the Module 3 Discussion Questions (pages 5-13), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 3 Planning Questions located at the end of this module (pages 15-16).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
PA.1	225 minutes of physical education per week	3	2	1	0
PA.2	Adequate teacher/student ratio	3	2	1	0
PA.3	Sequential physical education curriculum consistent with standards	3	2	1	0
PA.4	Information and materials for physical education teachers	3	2	1	0
PA.5	Physical education grading	3	2	1	0
PA.6	Prohibit exemptions or waivers for physical education	3	2	1	0
PA.7	Students active at least 50% of class time	3	2	1	0
PA.8	Individualized physical activity and fitness plans	3	2	1	0
PA.9	Health-related physical fitness	3	2	1	0
PA.10	Teachers avoid practices that result in student inactivity	3	2	1	0
PA.11	Promote community physical activities	3	2	1	0
PA.12	Certified or licensed physical education teachers	3	2	1	0
PA.13/ A.1	Address special health care needs	3	2	1	0
PA.14/ S.1/A.2	Physical education safety practices	3	2	1	0
PA.15	Professional development for teachers	3	2	1	0
PA.16	Participation in intramural programs or physical activity clubs	3	2	1	0
PA.17	Availability of interscholastic sports	3	2	1	0
PA.18	Promotion or support of walking and bicycling to school	3	2	1	0
PA.19	Training requirements for coaches	3	2	1	0
PA.20/ S.2	Physical activity facilities meet safety standards	3	2	1	0
PA.21/ S.3	Athletics safety requirements	3	2	1	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

21	2	11	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (63) by subtracting 3 for each question eliminated).

TOTAL POINTS: Add the four sums above and enter the total to the right.

MODULE SCORE =
(Total Points / 63) X 100

34
54%

Inspects but Equip's not

Module 4: Nutrition Services

Score Card (photocopy before using)

Instructions

- Carefully read and discuss the Module 4 Discussion Questions (pages 5-9), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 4 Planning Questions located at the end of this module (pages 11-12).

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

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (36) by subtracting 3 for each question eliminated).

21	4	1	0
TOTAL POINTS: Add the four sums above and enter the total to the right.			
26			
MODULE SCORE = (Total Points / 36) X 100			
72 %			

Module 1: School Health and Safety Policies and Environment Score Card

Instructions

3. Carefully read and discuss the Module 1 Discussion Questions (pages 5-27), which contains questions and scoring descriptions for each item listed on this Score Card.
4. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 1 Planning Questions located at the end of this module (pages 29-30).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Representative school health committee or team	3	2	1	0
CC.2	Written school health and safety policies	3	2	1	0
CC.3	Communicate health and safety policies to students, parents, staff members, and visitors	3	2	1	0
CC.4	Positive school climate	3	2	1	0
CC.5	Overcome barriers to learning	3	2	1	0
CC.6	Enrichment experiences	3	2	1	0
CC.7	Local wellness policies	3	2	1	0
CC.8	Standard precautions policy	3	2	1	0
CC.9	Professional development on meeting diverse needs of students	3	2	1	0
CC.10	Prevent harassment and bullying	3	2	1	0
CC.11	Active supervision	3	2	1	0
CC.12	Written crisis response plan	3	2	1	0
S.1	Safe physical environment	3	2	1	0
S.2	Maintain safe physical environment	3	2	1	0
S.3	Staff development on unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Recess	3	2	1	0
PA.2	Access to physical activity facilities outside school hours	3	2	1	0
PA.3	Adequate physical activity facilities	3	2	1	0
PA.4	Prohibit using physical activity as punishment	3	2	1	0
N.1	Prohibit using food as reward or punishment	3	2	1	0
N.2	Access to free drinking water	3	2	1	0
N.3	All foods offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.4	All beverages offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.5	Fundraising efforts during and outside school hours meet strong nutrition standards	3	2	1	0
N.6	Advertising and promotion of foods and beverages	3	2	1	0
N.7	Hands washed before meals and snacks	3	2	1	0
T.1	Prohibit tobacco use among students	3	2	1	0
T.2	Prohibit tobacco use among school staff members and visitors	3	2	1	0
T.3	Enforce tobacco-use policies	3	2	1	0
T.4	Prohibit tobacco advertising	3	2	1	0
A.1	Written policies for carry and self-administration of quick-relief medications	3	2	1	0
A.2	Professional development on asthma	3	2	1	0
A.3	Implement indoor air quality practices	3	2	1	0

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

A.4	Implement integrated pest management practices	3	2	1	0
SH.1	Non-discrimination on the basis of HIV infection policy	3	2	1	0
SH.2	Confidentiality of HIV status	3	2	1	0
SH.3	Professional development for all staff members on HIV policies or laws	3	2	1	0
SH.4	Professional development for administrators and teachers on HIV, other STD, and pregnancy prevention	3	2	1	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

48	18	9	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (114) by subtracting 3 for each question eliminated).

TOTAL POINTS: Add the four sums above and enter the total to the right.

75

MODULE SCORE =
(Total Points / 114) X 100

66%

Module 2: Health Education

Score Card (photocopy before using)

Instructions

- Carefully read and discuss the Module 2 Discussion Questions (pages 5-15), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 2 Planning Questions located at the end of this module (pages 17-18).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Health education taught in all grades	3	2	1	0
CC.2	Sequential health education curriculum consistent with standards	3	2	1	0
CC.3	Active learning strategies	3	2	1	0
CC.4	Opportunities to practice skills	3	2	1	0
CC.5	Culturally appropriate activities and examples	3	2	1	0
CC.6	Assignments encourage student interaction with family and community	3	2	1	0
CC.7	Professional development in health education	3	2	1	0
CC.8	Professional development in delivering curriculum	3	2	1	0
CC.9	Professional development in classroom management techniques	3	2	1	0
S.1	Essential topics on preventing unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Essential topics on physical activity	3	2	1	0
N.1	Essential topics on healthy eating	3	2	1	0
T.1	Essential topics on preventing tobacco use	3	2	1	0
A.1	Essential topics on asthma awareness	3	2	1	0
SH.1	Essential topics for preventing HIV, other STD and pregnancy	3	2	1	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (45) by subtracting 3 for each question eliminated).

3	4	9	0
<p>TOTAL POINTS: Add the four sums above and enter the total to the right.</p>			
16			
<p>MODULE SCORE = (Total Points / 45) X 100</p>			
36 %			

Module 3: Physical Education and Other Physical Activity Programs

Score Card (photocopy before using)

Instructions

- Carefully read and discuss the Module 3 Discussion Questions (pages 5-14), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 3 Planning Questions located at the end of this module (pages 15-16).

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

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

24	8	2	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (54) by subtracting 3 for each question eliminated).

TOTAL POINTS: Add the four sums above and enter the total to the right.

34

MODULE SCORE =
(Total Points / 54) X 100

63%

Module 4: Nutrition Services

Score Card (photocopy before using)

Instructions

- Carefully read and discuss the Module 4 Discussion Questions (pages 5-9), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 4 Planning Questions located at the end of this module (pages 11-12).

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

eat teacher

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

21	6	0	0
----	---	---	---

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (36) by subtracting 3 for each question eliminated).

TOTAL POINTS: Add the four sums above and enter the total to the right.

27

MODULE SCORE =
(Total Points / 36) X 100

75 %

Done

HECAT: Module HE

HEALTHY EATING CURRICULUM

Description: This module contains the tools to analyze and score curricula that are intended to promote healthy eating, sound nutrition, and healthy dietary practices.

Healthy Behavior Outcomes

A pre-K–12 healthy eating curriculum should enable students to

- Eat a variety of whole grain products, fruits and vegetables, and fat-free or low-fat milk or equivalent milk products every day.
- Eat the appropriate number of servings from each food group every day.
- Choose foods that provide ample amounts of vitamins and minerals.
- Eat the appropriate amounts of foods that are high in fiber.
- Drink plenty of water.
- Limit foods and beverages high in added or processed sugars.
- Limit the intake of fat, avoiding foods with saturated and trans fats.
- Eat breakfast every day.
- Eat healthy snacks.
- Eat healthy foods when dining out.
- Prepare food in healthful ways.
- Balance caloric intake with caloric expenditure.
- Follow a plan for healthy weight management.

This module uses the *National Health Education Standards* as the framework for determining the extent to which the curriculum is likely to enable students to master the essential concepts (Standard 1) and skills (Standards 2–8) that promote healthy eating.

The concepts, sub-skills, and skill examples included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K–12 adopt and maintain healthy eating behavior. Appendix 5 also includes suggested concepts and skills for children ages 3–4, who might be enrolled in a school-based early childhood program.

Because school curricula must meet local community needs and conform to the curriculum requirements of the state or school district, users are encouraged to review the analysis items before analyzing curricula and add, delete, or revise them to meet local needs and requirements.

Some concepts and skill examples are relevant to more than one health topic. Look in other health topic modules to see if there are any related concepts or skill examples that might be added for the review of healthy eating curricula.

If a curriculum focuses on additional topics, such as physical activity or tobacco use, use the chapters that address those topics as well.

Overall Instructions

- Determine the desired Healthy Behavior Outcomes (box on left) that you expect a curriculum to address.
- Review the HECAT items in this module. Add, delete, or revise items to meet the selected healthy behavior outcomes, the curriculum requirements of the state or school district, and community needs.
- Review the completed *General Curriculum Information* (Chapter 2) for the curriculum under consideration.
- Read the curriculum to become familiar with its content and how it is organized.
- Complete the analysis of the curriculum for each standard in this module.
- Score the curriculum based on the analysis: There will be **one** rating score for functional knowledge or concepts (Standard 1) and **two** rating scores for each of the essential skills (Standards 2–8).
- Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
- Complete a separate analysis for each curriculum being reviewed. Make additional copies of any analysis pages.
- Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

Standard 1

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected healthy eating behavior outcomes (page HE-1). This module lists the essential concepts to be completed by grades 2, 5, 8, and 12. These are listed by grade groups: pre-K–2; 3–5; 6–8; and 9–12, starting on page HE-3.

Directions for Standard 1

- Review the applicable grade level concepts (pages HE-3 through HE-8).
- Decide if any of the concepts need to be deleted or modified or if any additional concepts should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some concepts may be reflected in the skill examples in Standards 2–8. Review all other standards before making changes to the concepts in Standard 1. Some relevant concepts might also be found in other health topic modules. Look in other related topic modules for concepts that might be edited and added to the list of concepts for this topic.
- Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
- Place a check in the box next to each concept that is addressed by the curriculum and complete the *Concept Coverage Score*. **Important** — a concept is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this concept. Some concepts might require more evidence than others.
- Transfer the *Concept Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and to inform group discussions and curriculum decisions.
- Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade group, complete a separate analysis of Standard 1 for each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

Directions for Standards 2–8 are provided on page HE-9.

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

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

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

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

Additional Concepts

- influence of culture & family
- goals + decision-making
- path of food through body

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

The curriculum addresses:

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

CONCEPT COVERAGE SCORE

3

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

Notes:

Program may or may not be implemented consistently K-2 grade classrooms.

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

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

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

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

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

maybe

Additional Concepts

- digestive process
- meal planning

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

The curriculum addresses:

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

CONCEPT COVERAGE SCORE

2

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

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

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

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

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

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

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

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

HECAT: Promoting Healthy Eating
HE - 5

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

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

- HEALTHY EATING** (Check all that are given attention in the curriculum)
- Explain various methods available to evaluate body weight.
 - Identify healthy and risky approaches to weight management.
 - Differentiate between a positive and negative body image, and state the importance of a positive body image.
 - Describe the signs, symptoms, and consequences of common eating disorders.
 - Summarize how eating disorders impact proper nutrition.
 - Summarize food safety strategies that can control germs that cause food borne illnesses.
- Additional Concepts
- importance of fitness
 - connection between poor nutrition and illnesses
 - _____

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

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

CONCEPT COVERAGE SCORE

2

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

Notes:

Most nutrition and healthy eating instruction is done in Home and Careers - 8th grade.

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

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

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

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

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

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

Notes:

Body image is also covered.
 Curriculum ^{for nutrition} was delegated to 8th grade Home + Careers, and High School Living environments (digestive system & nutrients) to free up time for covering other topics in health. (drugs + alcohol, emotional health, violence prevention, sexuality)

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

HECAT: Promoting Healthy Eating
HE - 7

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

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

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

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

Additional Concepts

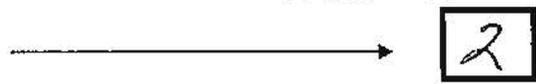
- _____
- _____
- _____
- _____

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

The curriculum addresses:

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

CONCEPT COVERAGE SCORE



2

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

Notes:

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

This is the end of Standard 1

Standards 2–8

The Standards 2–8 analysis will result in **two** ratings for each standard: one rating reflects the extent to which the curriculum addresses important skills and provides the student with the ability to learn and apply the skill; the second reflects the extent to which the curriculum provides the teacher with guidance to instruct and assess the skill.

The *National Health Education Standards 2–8* describe the key processes and skills that students need to promote personal, family and community health. CDC reviewed these and other state-level standards, analyzed the research findings from effective programs, and used input from experts in health education to develop a list of relevant sub-skills for each standard.

Each standard 2–8 begins with a score page. This is followed by the sub-skills for that standard. The sub-skills are not specific to any one health topic. Skill examples, organized by grade groups, are provided to illustrate how the sub-skills for that standard can be applied to healthy eating.

The skill examples are not a complete list of all the ways the sub-skills can be applied to healthy eating. The examples should be reviewed carefully before the curriculum analysis and revised if necessary. Some skill examples in other health topic modules might be relevant. Review skill examples in other health topic modules for skill examples that could be edited and added to the skill examples for this topic.

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

Directions for Standards 2–8

- For each standard, review the list of sub-skills and skill examples for each grade group. Decide if any should be deleted or modified to meet the needs of the community or conform to the curriculum requirements of the state or school district. Additional skill examples could be included under other standards. Review all standards before making any changes.
- Read the curriculum to become familiar with the content, the focus on skill learning, and the methods used to convey skill learning.
- Complete the *Student Skill Learning and Application Score* and *Teacher Instruction and Assessment Score* by checking “yes” or “no” for each statement as it applies to the curriculum under review. Use the sub-skills and skill examples to help identify relevant skill outcomes.
- Add the total number of “yes” checks to arrive at an overall score for each scoring area. Transfer the two scores for each standard to the appropriate lines on the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and inform group discussions and decisions.
- Analyze Standards 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade group, complete a separate set of skill scores for each standard and each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

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

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

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

Student Skill Learning and Application Score (total number of "yes" checks) 2

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

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

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

Teacher Instruction and Assessment Score (total number of "yes" checks) 1

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

Notes:
*K-5 and 7 using The Great Body Shop have more teacher instruction and skill assessment resources.
 grade 8 Nutrition Education has been developed locally and has not been provided with externally produced instruction and student skill assessment resources.*

Standard Skill Examples

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on healthy eating.

Sub-Skills: As a result of using this curriculum, students will be able to

- Analyze the influence of the media on personal health practices.
- Analyze parent and family influence on personal health practices.
- Analyze peer influence on personal health practices.
- Analyze community influence on personal health practices.
- Analyze the influence of cultural and peer norms on personal health practices.
- Analyze the influence of personal values and beliefs on personal health practices.
- Analyze the influence of alcohol and other drug use on judgment, self-control, and behavior.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> • Explain how family can influence food choices. • Describe how television advertisements can influence food choices. 	<ul style="list-style-type: none"> • Describe how family and cultural traditions influence food choices. • Describe how personal preferences influence food choices. • Identify the various strategies used by the media to influence food choices. • Describe how peers can influence food choices. 	<ul style="list-style-type: none"> • Describe how personal values and feelings influence food choices. • Analyze how family and culture influence food choices. • Summarize how peers influence food choices. • Describe how advertising and marketing influence food choices. • Explain how the media influence food choices. • Describe how technology affects the food supply and food choices. • Describe the influence of family and peers on body image. • Describe how personal economics influences food choices. • Explain how school policy can influence healthy or unhealthy eating. 	<ul style="list-style-type: none"> • Analyze how personal values and feelings influence food choices and eating behavior. • Evaluate family and cultural influences on food choices. • Analyze how peers influence food choices. • Analyze how advertising and marketing influence food choices. • Analyze how the media influence food choices. • Analyze how technology affects the availability of foods and food choices. • Analyze the influence of culture and media on body image and the subsequent effects on eating behavior. • Analyze how personal economics influence food choices. • Analyze how school policy can influence healthy or unhealthy eating.

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

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

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

Student Skill Learning and Application Score (total number of "yes" checks) 1

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

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

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

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

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

Notes:

Standard  Skill Examples

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain healthy eating.

Sub-Skills: As a result of using this curriculum, students will be able to

- Differentiate accurate from inaccurate health information.
- Select valid and reliable products and services.
- Access valid and reliable products and services that promote health.
- Access helpful people for accurate information.
- Identify trusted adults and professionals.
- Assess the accuracy and reliability of assistance for health-related problems.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K-2	Grades 3-5	Grades 6-8	Grades 9-12
<ul style="list-style-type: none"> • Identify people who can provide accurate information about healthy eating. • Identify nutrition information on food labels. 	<ul style="list-style-type: none"> • Identify sources of reliable information about healthy eating. • Demonstrate the ability to access accurate information about healthy eating. • Demonstrate the ability to access people who can provide accurate information and advice on healthy eating. • Use the nutrition information on food labels to compare products. • Demonstrate the ability to access sources of accurate information about healthy eating and safe weight management. 	<ul style="list-style-type: none"> • Distinguish accurate nutrition information from inaccurate information. • Summarize reliable sources of information about healthy eating. • Demonstrate the ability to access people who can provide accurate information and reliable advice on healthy eating. • Analyze the nutrition information on food labels to compare products. • Analyze the accuracy of claims of nutrition supplements and weight loss pills. • Distinguish accurate from inaccurate information about healthy eating and safe weight management. 	<ul style="list-style-type: none"> • Differentiate between accurate and inaccurate nutrition information. • Demonstrate the ability to access people who can provide valid information and advice on healthy eating. • Evaluate the nutrition information on food labels to compare products. • Demonstrate the ability to access information to determine healthy body weight. • Analyze claims made in advertisements for nutrition supplements and weight loss products. • Analyze claims of performance-enhancing drugs and nutrition supplements on performance in physical activities.

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

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

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

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

3

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

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

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

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

0

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

Notes:

Standard  Skill Examples

After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or reduce unhealthy eating practices and to enhance healthy eating.

Sub-Skills: As a result of using this curriculum, students will be able to

- Use effective interpersonal skills with family, friends, and others.
- Resist pressure from peers to engage in unhealthy behaviors.
- Effectively negotiate to avoid or reduce personal health risks.
- Communicate empathy and support for others.
- Effectively manage interpersonal conflicts.
- Ask for assistance to enhance personal health and health of others.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K-2	Grades 3-5	Grades 6-8	Grades 9-12
<ul style="list-style-type: none"> • Demonstrate how to politely refuse less nutritious foods. • Demonstrate how to politely request foods that are more nutritious. • Demonstrate how to refuse foods that cause an allergic reaction. 	<ul style="list-style-type: none"> • Demonstrate how to politely refuse less nutritious foods. • Demonstrate how to politely request foods that are more nutritious. • Demonstrate how to refuse foods that cause an allergic reaction. • Demonstrate interpersonal skills for dealing with peer influence to eat less nutritious foods. 	<ul style="list-style-type: none"> • Demonstrate how to politely refuse less nutritious foods. • Summarize how to politely request foods that are more nutritious. • Demonstrate how to make a special request, related to healthy food preparation. • Discuss plans to maintain healthy eating habits with parents and friends. • Demonstrate negotiation skills for dealing with pressure to eat less nutritious foods. 	<ul style="list-style-type: none"> • Demonstrate interpersonal skills to help deal with negative peer influences on healthy eating. • Demonstrate how to politely refuse less nutritious foods. • Demonstrate how to politely request foods that are more nutritious. • Demonstrate how to make a special request, related to healthy food preparation. • Discuss plans to maintain healthy eating habits with parents and friends. • Demonstrate negotiation skills for dealing with pressure to eat less nutritious foods.

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

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

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

Student Skill Learning and Application Score (total number of "yes" checks) 3

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

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

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

Teacher Instruction and Assessment Score (total number of "yes" checks) 0

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

Notes:

Standard 5 Skill Examples

— desire?

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid unhealthy foods and beverages and choose healthy foods and beverages.

Sub-Skills: As a result of using this curriculum, students will be able to

- Determine when health-related situations require the application of a thoughtful decision-making process.
- Generate alternatives to health-related issues or problems.
- Determine barriers that can hinder healthy decision making.
- Predict the short and long-term consequences of each alternative on self and others.
- Choose healthy alternatives over unhealthy alternatives.
- Evaluate the outcomes of a health-related decision.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K-2	Grades 3-5	Grades 6-8	Grades 9-12
<ul style="list-style-type: none"> • Choose healthy foods and beverages instead of less healthy foods and beverages. 	<ul style="list-style-type: none"> • Choose healthy foods and beverages instead of less healthy foods and beverages. • Demonstrate the ability to select healthy from unhealthy foods on a fast food restaurant menu. • Describe positive outcomes from choosing healthy foods. 	<ul style="list-style-type: none"> • <u>Choose</u> healthy food and beverages instead of less healthy foods and beverages. • Demonstrate the ability to <u>select healthy from unhealthy foods on a fast food restaurant menu.</u> • <u>Explain positive outcomes from choosing healthy foods.</u> • Describe the <u>consequences of an unhealthy diet.</u> • Choose restaurants that serve more healthy foods rather than ones that serve fewer healthy foods. 	<ul style="list-style-type: none"> • Choose healthy foods and beverages over less healthy foods and beverages. • Summarize positive outcomes from choosing healthy foods. • Demonstrate the ability to select healthy from unhealthy foods on a fast food restaurant menu. • Analyze the consequences of an unhealthy diet.

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

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

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

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

3

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

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

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

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

0

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

Notes:

Standard Skill Examples

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to healthy eating, take steps to achieve these goals, and monitor their progress in achieving them.

Sub-Skills: As a result of using this curriculum, students will be able to

- Assess personal health practices and status.
- Develop a goal to adopt, maintain, or improve a personal health practice.
- Plan strategies for performing health-enhancing practices.
- Make a commitment to improve health.
- Overcome barriers to action.
- Monitor progress in achieving desired health practices and outcomes.
- Measure accomplishment in meeting health outcomes.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K-2	Grades 3-5	Grades 6-8	Grades 9-12
<ul style="list-style-type: none"> • Set a goal to eat more fruits and vegetables. • Describe ways that parents and other trusted adults can help meet a goal of eating more fruits and vegetables. 	<ul style="list-style-type: none"> • Assess the strengths and weaknesses of personal diet. • Set a goal to improve food choices. • Make a personal commitment to improve food choices. • Demonstrate the ability to keep track of foods and beverages consumed. • Monitor progress toward meeting the goal of improving food choices. 	<ul style="list-style-type: none"> • <u>Assess</u> food intake in relation to established food groups. • <u>Set a goal</u> to improve one's personal food choices that leads to a healthier diet. • <u>Design a plan</u> for improving a healthier diet. • <u>Make a personal commitment</u> to achieve a healthier diet. • <u>Develop strategies</u> for overcoming barriers to achieving a healthier diet. • <u>Monitor progress</u> towards achieving a healthier diet goal. 	<ul style="list-style-type: none"> • Evaluate food intake in relation to the <i>Dietary Guidelines for Americans</i>. • Set a goal to improve one's personal food choices that leads to a healthier diet. • Establish an appropriate goal to manage weight. • Design a plan for achieving a healthier diet and managing weight. • Make a personal commitment to achieving a healthier diet. • Choose strategies for overcoming the barriers to achieving a healthier diet. • Monitor progress toward achieving a healthier diet goal. • Identify how a healthy or unhealthy diet can affect plans for the future.

Readiness to Change

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

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

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

Student Skill Learning and Application Score (total number of "yes" checks) 1

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

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

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

Teacher Instruction and Assessment Score (total number of "yes" checks) 0

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

Notes:

Standard 7 Skill Examples

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.

Sub-Skills: As a result of using this curriculum, students will be able to

- Express intentions to engage in health-enhancing behaviors.
- Perform healthy practices.
- Avoid health risks.
- Take responsibility for personal health.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> • Choose a variety of healthy snacks. • Express intentions to eat breakfast every day. • Express intentions to drink plenty of water every day. • Express intentions to eat a variety of nutritious foods every day. • Express the intention to eat fruits and vegetables every day. 	<ul style="list-style-type: none"> • Choose healthy foods in appropriate portion sizes. • Plan and prepare a healthy snack. • Choose a variety of nutritious breakfast foods. • Identify ways a person can eat more fruits and vegetables. • Identify ways a person can drink more water and nutritious beverages. • Identify ways a person can eat less fat. • Identify ways a person can eat less sugar. • Develop strategies for making healthier choices at restaurants. 	<ul style="list-style-type: none"> • Choose healthy foods in appropriate portion sizes. • Plan and prepare a healthy snack. • Develop strategies for making healthier choices at restaurants. • Plan and prepare nutritious breakfasts. • Describe strategies for eating more fruits and vegetables. • Describe strategies for drinking an appropriate amount of water and nutritious beverages. • Describe strategies a person can use to reduce the amount of fat consumed. 	<ul style="list-style-type: none"> • Choose healthy foods in appropriate portion sizes. • Choose healthier foods at restaurants. • Plan and prepare a variety of healthy snacks. • Plan and prepare nutritious breakfasts. • Describe strategies for eating more fruits and vegetables. • Describe strategies for drinking an appropriate amount of water and nutritious beverages. • Describe strategies for increasing intake of fiber. • Describe substitutions a person can make to reduce the amount of fat consumed.

Additional examples for Standard 7 are listed on the next page.

Standard 7 Skill Examples (continued)

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.

Grades Pre-K-2	Grades 3-5	Grades 6-8	Grades 9-12
	<ul style="list-style-type: none"> • Identify ways a person can keep from overeating. • Plan a meal based on the food groups. • Express the intention to eat a variety of nutritious foods daily. • Describe the importance of assuming personal responsibility for healthy eating. • Demonstrate safe food handling and storage practices. 	<ul style="list-style-type: none"> • Describe strategies a person can use to reduce the amount of sugar consumed. • Describe strategies a person can use to keep from overeating. • Plan a day's meals based on all of the food groups. • Summarize the importance of assuming personal responsibility for healthy eating. • Express the intention to eat a variety of nutritious foods in moderation. • Demonstrate safe food handling, preparation, and storage practices. 	<ul style="list-style-type: none"> • Describe strategies for reducing the amount of sugar consumed. • Describe strategies a person can use to keep from overeating. • Plan a week's meals based on the <i>Dietary Guidelines for Americans</i>. • Demonstrate ways to take responsibility for healthy eating. • Express the intention to eat a variety of nutritious foods in moderation. • Demonstrate how to keep food safe and prevent food-borne illness.

Notes:

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

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

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

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

0

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

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

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

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

0

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

Notes:

Standard Skill Examples

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make healthy eating choices.

Sub-Skills: As a result of using this curriculum, students will be able to

- Declare positive beliefs about health-enhancing practices.
- Educate others about health-enhancing practices.
- Influence positive health practices of others.
- Promote health-enhancing societal norms.
- Influence and support others to make positive health choices.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K-2	Grades 3-5	Grades 6-8	Grades 9-12
<ul style="list-style-type: none"> • Ask parents, guardians, and other caretakers to offer more nutritious food choices at home. • Encourage parents, guardians, and other caretakers to make healthy eating choices. • Provide support to peers for choosing healthy foods. 	<ul style="list-style-type: none"> • Explain to others why healthy eating is important. • Persuade parents or guardians to offer more nutritious food choices at home. • Provide support to peers and family members for choosing healthy foods. 	<ul style="list-style-type: none"> • Advocate to others about how healthy eating enhances personal health and wellness. • Negotiate with parents or guardians for healthy food choices at home and at restaurants. • Advocate for healthy and appealing food choices at school. • Educate family and peers to choose healthy foods. • Provide support to peers for choosing healthy foods. • Advocate that others properly prepare and handle food. 	<ul style="list-style-type: none"> • Negotiate with parents or guardians for healthy food choices at home and at restaurants. • Advocate for healthy eating choices at school and in the community. • Advocate to community leaders for programs that can provide nutritious foods (e.g., food banks). • Educate family and peers to make healthy eating choices. • Support family and peers to manage weight in healthy ways. • Demonstrate ways to advocate for friends and family members who need support and treatment for eating disorders. • Advocate for proper food preparation and handling in the school and community.

Healthy Eating

This concludes the health education curriculum analysis items related to healthy eating. Complete the *Overall Summary Form* and use the scores and notes to inform group discussions and curriculum decisions.

Additional Notes:

HECAT: Module PA

PHYSICAL ACTIVITY CURRICULUM

Description: This module contains the tools to analyze and score health education curricula intended to promote physical activity.

Healthy Behavior Outcomes

A pre-K–12 physical activity curriculum should enable students to

- Engage in moderate to vigorous physical activity for at least 60 minutes every day.
- Regularly engage in physical activities that enhance cardio-respiratory endurance, flexibility, muscle endurance, and muscle strength.
- Engage in warm-up and cool-down activities before and after exercise.
- Drink plenty of water before, during, and after physical activity.
- Avoid injury during physical activity.

This module uses the *National Health Education Standards* as the framework for determining the extent to which the curriculum is likely to enable students to master the essential concepts (Standard 1) and skills (Standards 2–8) that promote physical activity.

The concepts, sub-skills, and skill examples included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K–12 adopt and maintain a physically active lifestyle. Appendix 5 also includes suggested concepts and skills for children ages 3-4, who might be enrolled in a school-based early childhood program.

Because school curricula must meet local community needs and conform to the curriculum requirements of the state or school district, users are encouraged to review the analysis items before analyzing curricula and add, delete, or revise them to meet local needs and requirements.

Some concepts and skill examples are relevant to more than one health topic. Look in other health topic modules to see if there are any related concepts or skill examples that might be added for the review of physical activity curricula.

If a curriculum focuses on additional topics, such as healthy eating or safety, use the chapters that address those topics as well. This module is not intended to analyze physical education curricula. Use CDC's *Physical Education Curriculum Analysis Tool (PECAT)* if reviewing a physical education curriculum.¹

Overall Instructions

- Determine the desired Healthy Behavior Outcomes (box on left) that you expect a curriculum to address.
- Review the HECAT items in this module. Add, delete, or revise items to meet the selected healthy behavior outcomes, the curriculum requirements of the state or school district, and community needs.
- Review the completed *General Curriculum Information* (Chapter 2) for the curriculum under consideration.
- Read the curriculum to become familiar with its content and how it is organized.
- Complete the analysis of the curriculum for each standard in this module.
- Score the curriculum based on the analysis: There will be **one** rating score for functional knowledge or concepts (Standard 1) and **two** rating scores for each of the essential skills (Standards 2–8).
- Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
- Complete a separate analysis for each curriculum being reviewed. Make additional copies of any analysis pages.
- Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

¹ CDC's *Physical Education Curriculum Analysis Tool (PECAT)* is available at www.cdc.gov/HealthyYouth/physicalactivity.

Standard 1

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected physical activity healthy behavior outcomes (page PA-1). This module lists the essential concepts to be completed by grades 2, 5, 8, and 12. These are listed by grade group: pre-K–2; 3–5; 6–8; and 9–12, starting on page PA-3.

Directions for Standard 1

- Review the concepts (pages PA-3 through PA-8).
- Decide if any of the concepts need to be deleted or modified or if any additional concepts should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some concepts may be reflected in the skill examples in Standards 2–8. Review all other standards before making changes to the concepts in Standard 1. Some relevant concepts might be found in other health topic modules. Look in other related topic modules for concepts that might be edited and added to the list of concepts for this topic.
- Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
- Place a check in the box next to each concept that is addressed by the curriculum and complete the *Concept Coverage Score*. **Important** — a concept is "addressed" if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this concept. Some concepts might require more evidence than others.
- Transfer the *Concept Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and to inform group discussions and curriculum decisions.
- Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade group, complete a separate analysis of Standard 1 for each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

Directions for Standards 2–8 are provided on page PA-9.

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

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

PHYSICAL ACTIVITY (Check all that are given attention in the curriculum)

- Describe the recommended amount of physical activity for children.
- Explain ways to be active everyday.
- Describe behaviors that are physically active and physically inactive.
- Describe the benefits of being physically active.
- Describe how being physically active can help a person feel better.

Additional Concepts

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

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

The curriculum addresses:

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

CONCEPT COVERAGE SCORE



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

Notes:

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

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

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

PHYSICAL ACTIVITY (Check all that are given attention in the curriculum)

- Summarize the recommended amount of physical activity for children.
- Explain positive outcomes for being physically active.
- Describe the importance of choosing a variety of ways to be physically active.
- Identify short-term and long-term benefits of moderate and vigorous physical activity, such as improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic diseases.
- Describe that both eating habits and level of physical activity can affect a person's weight.
- Identify ways to increase daily physical activity.
- Identify behaviors that contribute to maintaining a healthy weight.
- Identify safety precautions for physical activities in different kinds of weather and climates.
- Identify basic safety precautions to help prevent injury during physical activity.
- Discuss the benefits of drinking water before, during, and after physical activity.
- Describe how to ride a bike, skateboard, scooter, and inline skate safely.
- Identify personal protection equipment needed for sports and recreational activities, such as mouthpieces, pads, and helmets.

Additional Concepts

- _____
- _____

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

The curriculum addresses:

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

CONCEPT COVERAGE SCORE

3

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

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

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

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

PHYSICAL ACTIVITY (Check all that are given attention in the curriculum)

- Explain that incorporating daily moderate or vigorous physical activity into one's life does not require a structured exercise plan or special exercise equipment.
- Differentiate between physical activity, exercise, health-related fitness, and skill-related fitness.
- Analyze the short-term and long-term physical benefits of moderate and vigorous physical activity, including improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic diseases.
- Analyze the mental and social benefits of physical activity.
- Describe the recommended amounts and types of moderate and vigorous physical activity for adolescents and adults.
- Identify ways to increase daily physical activity and decrease inactivity.
- Summarize how physical activity and eating habits can contribute to maintaining a healthy body weight.
- Describe physical activities that contribute to maintaining or improving the components of health-related fitness, such as cardiorespiratory fitness, muscular strength, endurance, flexibility, and body composition.
- Summarize the benefits of drinking water before, during, and after physical activity.
- Discuss climate-related physical conditions that affect physical activity, such as heat exhaustion, sunburn, heat stroke, and hypothermia.
- Discuss how an inactive lifestyle contributes to chronic disease.
- Explain the importance of warming up before and cooling down after physical activity.
- Describe how using tobacco could hurt one's goals for physical fitness and athletic performance.
- Describe the health risks of using performance-enhancing drugs.

Physical Activity, Grades 6–8 continued on next page.

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

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

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

- PHYSICAL ACTIVITY** (Check all that are given attention in the curriculum)
- Identify healthy and risky approaches to weight management.
 - Describe the use of safety equipment for specific physical activities.
 - Describe ways to reduce risk of injuries from participation in sports and other physical activities.
 - Summarize how to safely ride a bike and scooter, and use a skateboard or inline skates.
 - Analyze the importance of using helmets and other safety gear for biking, riding a scooter, skateboarding, and inline skating.
- Additional Concepts
- _____
 - _____
 - _____
 - _____

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

The curriculum addresses:

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

CONCEPT COVERAGE SCORE



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

Notes:

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

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

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

PHYSICAL ACTIVITY (Check all that are given attention in the curriculum)

- Summarize how a person can incorporate daily moderate or vigorous physical activity into their life without relying on a structured exercise plan or special exercise equipment.
- Evaluate the short-term and long-term physical benefits of moderate and vigorous physical activity, including improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic diseases.
- Discuss ways to increase physical activity and decrease inactivity.
- Summarize the mental and social benefits of physical activity.
- Analyze how an inactive lifestyle contributes to chronic diseases.
- Summarize recommended amounts and types of physical activity for adolescents and adults.
- Compare and contrast various sports and physical activities in terms of health- and skill-related fitness.
- Summarize physical activities that contribute to maintaining or improving the components of health-related fitness, such as cardiorespiratory fitness, muscular strength, endurance, flexibility, and body composition.
- Describe effects of hydration and dehydration on physical performance.
- Discuss methods for avoiding and responding to climate-related physical conditions during physical activity.
- Discuss the dangers and legal issues related to using performance-enhancing drugs.
- Describe the importance of a healthy diet and physical activity in maintaining healthy weight.
- Summarize healthy and risky approaches to weight management.
- Explain ways to reduce the risk of injuries from participation in sports and other physical activities.

Physical Activity, Grades 9–12 continued on next page.

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

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

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

PHYSICAL ACTIVITY (Check all that are given attention in the curriculum)

- Determine the necessary protective gear for biking, motorcycling, snowmobiling, inline skating, riding a scooter, and skateboarding.
- Describe the use of safety equipment for specific physical activities.
- Summarize the importance of warming up before and cooling down after physical activity.

Additional Concepts

- _____
- _____
- _____
- _____
- _____

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

The curriculum addresses:

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

CONCEPT COVERAGE SCORE

2

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

Notes:

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

This is the end of Standard 1.

Standards 2–8

The Standards 2–8 analysis will result in **two** ratings for each standard: one rating reflects the extent to which the curriculum addresses important skills and provides the student with the ability to learn and apply the skill; the second reflects the extent to which the curriculum provides the teacher with guidance to instruct and assess the skill.

The *National Health Education Standards* 2–8 describe the key processes and skills that students need to promote personal, family and community health. CDC reviewed these and other state-level standards, analyzed the research findings from effective programs, and used input from experts in health education to develop a list of relevant sub-skills for each standard.

Each standard 2–8 begins with a score page. This is followed by the sub-skills for that standard. The sub-skills are not specific to any one health topic. Skill examples, organized by grade groups, are provided to illustrate how the sub-skills for that standard can be applied to physical activity.

The skill examples are not a complete list of all the ways the sub-skills can be applied to this topic. The examples should be reviewed carefully before the curriculum analysis and revised if necessary. Some skill examples in other health topic modules might be relevant. Review skill examples in other health topic modules for skill examples that could be edited and added to the skill examples for this topic.

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

Directions for Standards 2–8

- For each standard, review the list of examples for each grade group. Decide if any of the skill examples should be deleted or modified to meet the needs of the community or conform to the curriculum requirements of the state or school district. Additional sub-skills and skill examples could be included under other standards. Review all standards before making any changes.
- Read the curriculum to become familiar with the content, the focus on skill learning, and the methods used to convey skill learning.
- Complete the *Student Skill Learning and Application Score* and *Teacher Instruction and Assessment Score* by checking "yes" or "no" for each statement as it applies to the curriculum under review. Use the sub-skills and skill examples to help identify relevant skill outcomes.
- Add the total number of "yes" checks to arrive at an overall score for each scoring area. Transfer the two scores for each standard to the appropriate lines on the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and inform group discussions and decisions.
- Analyze Standards 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade group, complete a separate set of skill scores for each standard and each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

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

Student Skill Learning and Application Scoring: Complete the skill application score by checking the appropriate "yes" or "no" box for each criteria and summing the "yes" checks. See pages PA-11 and PA-12 for Standard 2 sub-skills and skill examples.

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

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

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

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate "yes" or "no" box for each criteria and summing the "yes" checks. See pages PA-11 and PA-12 for Standard 2 sub-skills and skill examples.

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

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

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

Notes:

Standard Skill Examples

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on physical activity.

Sub-Skills: As a result of using this curriculum, students will be able to

- Analyze the influence of the media on personal health practices.
- Analyze parent and family influence on personal health practices.
- Analyze peer influence on personal health practices.
- Analyze community influence on personal health practices.
- Analyze the influence of cultural and peer norms on personal health practices.
- Analyze the influence of personal values and beliefs on personal health practices.
- Analyze the influence of alcohol and other drug use on judgment, self-control, and behavior.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills.

These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K-2	Grades 3-5	Grades 6-8	Grades 9-12
<ul style="list-style-type: none"> • Explain how television viewing can decrease an individual's level of physical activity. • Describe how peers can help an individual be physically active. • Describe activities an individual's family can do that would increase physical activity. 	<ul style="list-style-type: none"> • Describe factors that influence a person to be physically active or inactive. • Describe how television, computer, and video games can influence an individual's level of physical activity. • Describe how family and cultural traditions influence physical activity. • Describe how peers can influence physical activity. 	<ul style="list-style-type: none"> • Describe how personal and family values influence decisions about physical activity. • Discuss the influence of television, computers, and video games on physical activity behavior. • Discuss the influence of the physical environment on a person's interest in and ability to be physically active. • Discuss how cultural traditions influence physical activity. • Analyze how peers and family can influence a person's physical activity level. 	<ul style="list-style-type: none"> • Describe how personal and family values influence decisions about physical activity. • Describe the usefulness of technology in measuring physical activity, performance and fitness, such as heart rate monitors and pedometers. • Analyze the influence television, computers, and video games on physical activity behavior. • Discuss how the physical environment might influence choices to be physically active. • Analyze how advertising and marketing influence selection of physical activity products and services.

Additional examples for Standard 2 are listed on the next page.

Standard **2** Skill Examples (continued)

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on physical activity.

Grades Pre-K-2	Grades 3-5	Grades 6-8	Grades 9-12
	<ul style="list-style-type: none"> • Identify strategies used in the media to influence the selection of products related to physical activity, such as sport shoes and equipment. 	<ul style="list-style-type: none"> • Analyze how media can influence decisions to be physically active. • Demonstrate the influence of media on the selection of physical activity products. 	<ul style="list-style-type: none"> • Analyze the influence of media on the selection of products and services related to weight management. • Summarize how cultural traditions influence physical activity. • Summarize how family and peers can influence physical activity. • Analyze how personal economics influence choices of physical activity.

Notes:

Notes:

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

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate "yes" or "no" box for each criteria and summing the "yes" checks. See page PA-15 for Standard 3 sub-skills and skill examples.

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

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

0

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

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate "yes" or "no" box for each criteria and summing the "yes" checks. See page PA-15 for Standard 3 sub-skills and skill examples.

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

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

0

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

Notes:

Standard Skill Examples

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a physically active lifestyle.

Sub-Skills: As a result of using this curriculum, students will be able to

- Differentiate accurate from inaccurate health information.
- Select valid and reliable products and services.
- Access valid and reliable products and services that promote health.
- Access helpful people for accurate information.
- Identify trusted adults and professionals.
- Assess the accuracy and reliability of assistance for health-related problems.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills.

These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> • Identify people who can provide accurate information about physical activity. 	<ul style="list-style-type: none"> • Identify reliable sources of information about physical activity. • Demonstrate the ability to access accurate information about physical activity. • Identify places where young people and families can be physically active. • Identify places to get physical activity equipment. 	<ul style="list-style-type: none"> • Summarize reliable sources of information about physical activity. • Demonstrate the ability to access accurate sources of information about physical activity and fitness planning. • Evaluate the accuracy of fitness-related information. • Analyze places where youth and families can be physically active. • Locate accurate information about physical activity equipment. • Locate sources that encourage youth participation in physical activity. • Demonstrate the ability to access sources of accurate information about healthy and safe weight management. 	<ul style="list-style-type: none"> • Analyze reliable sources of information about physical activity. • Compare and contrast various sources of information about physical activity. • Locate and analyze opportunities for physical activity. • Demonstrate the ability to access sources of accurate information about healthy and safe weight management.

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

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate "yes" or "no" box for each criteria and summing the "yes" checks. See page PA-17 for Standard 4 sub-skills and skill examples.

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

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

0

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

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate "yes" or "no" box for each criteria and summing the "yes" checks. See page PA-17 for Standard 4 sub-skills and skill examples.

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

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

0

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

Notes:

Standard **4** Skill Examples

After implementing this curriculum, students will be able to use interpersonal communication skills to become more physically active and avoid potentially harmful situations.

Sub-Skills: As a result of using this curriculum, students will be able to

- Use effective interpersonal skills with family, friends, and others.
- Resist pressure from peers to engage in unhealthy behaviors.
- Effectively negotiate to avoid or reduce personal health risks.
- Communicate empathy and support for others.
- Effectively manage interpersonal conflicts.
- Ask for assistance to enhance personal health and health of others.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills.

These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K-2	Grades 3-5	Grades 6-8	Grades 9-12
<ul style="list-style-type: none"> • Demonstrate how to ask for help from trusted adults to improve physical activity. 	<ul style="list-style-type: none"> • Demonstrate interpersonal skills for dealing with peer influence to be physically inactive. • Demonstrate effective negotiation skills to avoid unsafe physical activity. 	<ul style="list-style-type: none"> • Demonstrate interpersonal skills to help deal with negative peer influences on physical activity. • Demonstrate effective negotiation skills to avoid sedentary leisure activities. 	<ul style="list-style-type: none"> • Demonstrate interpersonal skills to help deal with negative peer influences on physical activity. • Explain personal plans to become more physically active.

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

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate "yes" or "no" box for each criteria and summing the "yes" checks. See page PA-19 for Standard 5 sub-skills and skill examples.

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

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

0

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

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate "yes" or "no" box for each criteria and summing the "yes" checks. See page PA-19 for Standard 5 sub-skills and skill examples.

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

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

0

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

Notes:

Standard Skill Examples

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to reduce inactivity and increase physically activity.

Sub-Skills: As a result of using this curriculum, students will be able to

- Determine when health-related situations require the application of a thoughtful decision-making process.
- Generate alternatives to health-related issues or problems.
- Determine barriers that can hinder healthy decision making.
- Predict the short and long-term consequences of each alternative on self and others.
- Choose healthy alternatives over unhealthy alternatives.
- Evaluate the outcomes of a health-related decision.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> • Choose active over inactive behaviors. • Identify physically active alternatives to watching television or playing video games. 	<ul style="list-style-type: none"> • Choose active over inactive behaviors. • Explain positive outcomes for being physically active. • Identify physically active alternatives to watching television or playing video games. 	<ul style="list-style-type: none"> • Choose active over inactive behaviors. • Summarize positive outcomes for being physically active. 	<ul style="list-style-type: none"> • Choose active over inactive behaviors. • Analyze positive outcomes for being physically active.

Standard 6 Students will demonstrate the ability to use goal-setting skills to enhance health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate "yes" or "no" box for each criteria and summing the "yes" checks. See page PA-21 for Standard 6 sub-skills and skill examples.

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

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

0

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

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate "yes" or "no" box for each criteria and summing the "yes" checks. See page PA-21 for Standard 6 sub-skills and skill examples.

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

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

0

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

Notes:

Standard Skill Examples

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be physically active, take steps to achieve these goals, and monitor their progress in achieving them.

Sub-Skills: As a result of using this curriculum, students will be able to

- Assess personal health practices and status.
- Develop a goal to adopt, maintain, or improve a personal health practice.
- Plan strategies for performing health-enhancing practices.
- Make a commitment to improve health.
- Overcome barriers to action.
- Monitor progress in achieving desired health practices and outcomes.
- Measure accomplishment in meeting health outcomes.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> • Make a personal commitment to be physically active. 	<ul style="list-style-type: none"> • Set a goal to increase daily physical activity. • Identify barriers to being regularly physically active. • Describe strategies to overcome barriers to being physically active. • Make a personal commitment to be physically active. • Make a personal commitment to use appropriate protective gear during physical activity. • Monitor progress in attaining a physical activity goal. 	<ul style="list-style-type: none"> • Assess personal physical activity level. • Set a goal to increase physical activity. • Analyze barriers to being regularly physically active. • Develop a plan for overcoming barriers to physical activity. • Make a personal commitment to be physically active. • Monitor progress in attaining a physical activity goal. 	<ul style="list-style-type: none"> • Assess personal physical activity level. • Set a goal to increase physical activity. • Establish an appropriate goal to manage weight. • Design a personal plan for increasing or maintaining physical activity at the recommended level and improving physical fitness. • Summarize barriers that might be encountered in implementing a personal physical activity plan. • Develop strategies for overcoming barriers to achieving a personal physical activity plan. • Implement a plan for improving personal physical activity. • Monitor progress in achieving personal physical activity plans.

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

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate "yes" or "no" box for each criteria and summing the "yes" checks. See page PA-23 for Standard 7 sub-skills and skill examples.

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

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

0

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

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate "yes" or "no" box for each criteria and summing the "yes" checks. See page PA-23 for Standard 7 sub-skills and skill examples.

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

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

0

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

Notes:

Standard **7** Skill Examples

After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain a physically active lifestyle.

Sub-Skills: As a result of using this curriculum, students will be able to

- Express intentions to engage in health-enhancing behaviors.
- Perform healthy practices.
- Avoid health risks.
- Take responsibility for personal health.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> • Demonstrate ways to be physically active in cooperation with others. • Demonstrate the ability to follow playground rules. 	<ul style="list-style-type: none"> • Express intentions to be physically active regularly. • Demonstrate a variety of ways to be physically active. • Demonstrate how to do different types of developmentally appropriate physical activity. • Describe precautions for physical activity in weather and climate conditions such as very high or low temperatures, wet or snowy play surfaces, and direct sunlight. • Demonstrate the correct use of protective gear and equipment during sports and physical activity. 	<ul style="list-style-type: none"> • Express intentions to be physically active regularly. • Express intentions to use protective gear to avoid injuries during physical activity. • Demonstrate how to warm up and cool down in order to maximize the benefits of physical activity and minimize injury. • Demonstrate a variety of activities for cardio- respiratory fitness, muscular strength and endurance, and flexibility. • Analyze precautions for physical activity in weather and climate conditions such as very high or low temperatures, wet or snowy play surfaces, and direct sunlight. • Demonstrate how to determine target heart rate. • Demonstrate the proper way to use a variety of safety gear for physical activity. 	<ul style="list-style-type: none"> • Express intentions to be physically active regularly. • Demonstrate how to warm up and cool down in order to maximize the benefits of physical activity and minimize injury. • Demonstrate the correct use of protective equipment during sports and physical activity. • Demonstrate a variety of activities for cardio- respiratory fitness, muscular strength and endurance, and flexibility. • Demonstrate how to measure target heart rate.

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

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

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

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

0

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

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

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

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

0

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

Notes:

Standard Skill Examples

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to physical activity.

Sub-Skills: As a result of using this curriculum, students will be able to

- Declare positive beliefs about health-enhancing practices.
- Educate others about health-enhancing practices.
- Influence positive health practices of others.
- Promote health-enhancing societal norms.
- Influence and support others to make positive health choices.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K-2	Grades 3-5	Grades 6-8	Grades 9-12
<ul style="list-style-type: none"> • Ask parents, guardians, and other caretakers to be physically active. • List ways you can help friends become physically active. 	<ul style="list-style-type: none"> • Explain to others what is enjoyable about physical activity. • Encourage parents to provide more opportunities for personal and family physical activity. • Provide support to peers and family members for being physically active. 	<ul style="list-style-type: none"> • Advocate to others about how physical activity enhances personal health and wellness. • Advocate for increased physical activity for students and school personnel. • Advocate for family members to increase their physical activity. • Advocate for adequate facilities and time to improve physical activity programs at school. • Provide support to peers for being physically active. 	<ul style="list-style-type: none"> • Advocate for increasing physical activity for youth at school. • Advocate with family members to increase their physical activity. • Advocate to community leaders for more opportunities to be physically active in the community. • Demonstrate strategies to influence others to become more physically active. • Provide support to peers for being physically active. • Support family and peers to manage weight in healthy ways.

Physical Activity

This concludes the health education curriculum analysis items related to physical activity. Complete the *Overall Summary Form* and use the scores and notes to inform group discussions and curriculum decisions.

Additional Notes:



Physical Education Curriculum Analysis Tool (PECAT)

Reference Number: WATK001298

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Created: 02/12/2013 Last Activity: 02/17/2013

- [Curriculum Description](#)
- [Preliminary Considerations](#)
- [Content & Student Assessment](#)
- [Overall Score](#)
- [Improvement Plan](#)

Improvement Plan

The curriculum improvement plan is a basic guide to help you note weaknesses in the curriculum being considered, describe what the recommendations are for addressing those weaknesses, define any necessary actions to address the weaknesses, and identify persons responsible and reasonable completion dates for addressing the weaknesses.

Within the content and student assessment analysis, each question was given a score of 0, 1, or 2. The questions that received 2 points are considered strengths of the curriculum. The questions that received 1 point are considered potential weaknesses of the curriculum. Questions that received 0 points are considered definite weaknesses of the curriculum.

Please use the process below to find the questions that received a score of 0 or 1. These questions should serve as the basis for identifying the individual weaknesses discovered through your analysis process. These will need to be addressed in the curriculum improvement planning process.

Questions

Use the filters below to find questions with a score of 0 or 1.

Grades: Question Type: Standard: Score:

Grades	Question Type	Standard	Question	Score
6-8	Student Assessment Analysis	2	Protocols for assessing a variety of concepts of the mechanics of movement, such as asking students to explain the concepts of air and water resistance or relationships between spin and rebound?	0
9-12	Content Analysis	2	Specific lessons on the mechanics of movement, such as torque, projectile distance, buoyancy, or the application of biomechanical principles to the self-assessment of motor skills?	0
9-12	Content Analysis	2	Specific lessons on motor learning and motor development concepts (e.g., discussing the role of short-term improvement in the learning process; stages of learning; or the role of reaction time across all age groups)?	0
9-12	Student Assessment Analysis	2	Protocols for determining students ability to describe and demonstrate the critical features of movement forms for all specialized skills taught in grades 9-12?	0
9-12	Student Assessment Analysis	2	Protocols for assessing advanced movement concepts, such as asking students to describe and demonstrate tactics for all games, physical activities, and sports taught in grades 9-12?	0
9-12	Student Assessment Analysis	2	Protocols for assessing students knowledge of concepts of the mechanics of movement, such as asking students to explain the concepts of torque, projectile distance, buoyancy, or the application of biomechanics principles to the self-assessment of motor skills?	0
9-12	Student Assessment Analysis	2	Protocols for assessing students knowledge of ability to perform advanced motor learning and motor development concepts, such as asking students to explain the role of short-term physical improvements in the learning process, stages of learning, or the reaction time as people age?	0
9-12	Content Analysis	3	Specific lessons that teach students how to independently develop and implement a personal physical activity program, based upon self-assessed physical activity and fitness, and personal choices and interests?	0
9-12	Content Analysis	3	Specific lessons that allow students to independently apply training principles to their own participation in their favorite activities and/or sports?	0
9-12	Content Analysis	3	Specific lessons that allow students to monitor physical activity and use appropriate behavior change strategies for improvement (e.g., goal setting, identifying social support systems)?	0
9-12	Student Assessment Analysis	3	Protocols for determining students ability to independently develop and implement a personal physical activity program, such as asking students to write a comprehensive program and identify reasons for their choice of physical activities?	0
9-12	Student Assessment Analysis	3	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0
3-5	Student	4	Protocols for assessing students knowledge about the FITT Principles related to improving	0

	Assessment Analysis		health-related fitness?	
9-12	Content Analysis	4	Specific lessons on basic exercise physiology concepts, such as: the brains ability to send signals and receive them from muscles, the cardiorespiratory systems ability to adapt to varying levels of intense physical activity, and the principles of training in preparing for competitive sports or recreational activities?	0
9-12	Content Analysis	4	Specific lessons that allow students to develop a personal health-related fitness program, including specific goals?	0
9-12	Content Analysis	4	Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?	0
9-12	Student Assessment Analysis	4	Protocols for determining students knowledge about fitness testing standards and their ability to monitor and interpret personal fitness data?	0
9-12	Student Assessment Analysis	4	Protocols for analyzing students personal health-related fitness programs, including an analysis of their personal fitness goals?	0
9-12	Student Assessment Analysis	4	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0
3-5	Content Analysis	5	Specific lessons about teaching students ways to engage students with disabilities and respect peers from different cultural backgrounds?	0
3-5	Content Analysis	5	Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?	0
9-12	Content Analysis	5	Specific lessons that provide students with an opportunity to demonstrate leadership, such as leading a walking club during after-school hours or coordinating a community service project to promote physical activity?	0
9-12	Content Analysis	5	Specific lessons that ask students to engage in establishing and teaching rules, protocol, and etiquette of various sports and games played during and outside of physical education class?	0
9-12	Content Analysis	5	Specific lessons that allow physical educators to teach and discuss the safety issues and protocols that exist within a variety of physical activities, fitness testing, games, and sports (e.g., setting up safety procedures to guide a class hike)?	0
9-12	Content Analysis	5	Specific lessons that challenge students to identify and reflect on the influence of age, disability, gender, race, ethnicity, environment, and culture on physical activity participation?	0
9-12	Content Analysis	5	Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?	0
9-12	Student Assessment Analysis	5	Protocols for assessing students ability to take initiative in leadership opportunities, such as determining how well a student used input from many students to develop an after-school walking club?	0
9-12	Student Assessment Analysis	5	Protocols for analyzing students knowledge about the influence of age, disability, gender, race, ethnicity, environment, and culture on physical activity participation, such as asking students to conduct audits of the built environment (e.g., sidewalks and curb ramps around their school)?	0
9-12	Student Assessment Analysis	5	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0
3-5	Content Analysis	6	Specific lessons about the role of physical activity in dance and artistic movement throughout history and in different cultures?	0
3-5	Content Analysis	6	Specific lessons that allow physical educators to teach and discuss the role of artistic concepts in physical activity, such as how the rhythm of a movement along with meter and tempo affects its outcome; combinations of locomotor movements in space and time create a movement pattern; and varying the distance between objects creates different aesthetic relationships?	0
3-5	Student Assessment Analysis	6	Protocols for assessing students knowledge about the role of physical activity throughout history, such as asking students to identify and explain the role of games played in cultures across the world?	0
3-5	Student Assessment Analysis	6	Protocols that ask students to identify and explain the importance of self expression through movement, such as asking students to explain certain types of physical activity that are artistic in nature?	0
3-5	Student Assessment Analysis	6	Protocols for assessing students ability to identify new challenges in physical activity, such as asking students to create a new game or sport?	0
6-8	Content Analysis	6	Specific lessons about the role of physical activity as a means for group membership and positive social interaction and the importance of this type of interaction throughout history and in different cultures?	0
6-8	Student Assessment Analysis	6	Protocols for assessing students knowledge about the role of physical activity in group and larger social interactions, such as asking students to identify and explain the social role of games played in cultures across the world?	0
6-8	Student Assessment Analysis	6	Protocols for assessing students ability to identify the importance of self expression through movement, such as asking students to explain and demonstrate certain types of dance and gymnastics?	0
6-8	Student Assessment Analysis	6	Protocols for assessing students ability and motivation to identify new challenges in physical activity, such as asking students to create a new game or sport?	0

6-8	Student Assessment Analysis	6	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0
9-12	Content Analysis	6	Specific lessons that allow students to know and discuss the role of artistic concepts in physical activity, such as why movement for self-expression is enjoyable and satisfying?	0
9-12	Content Analysis	6	Specific lessons that teach students the differences between personal challenges and competition and provide the opportunity for students to choose at least two personally challenging physical activities to attempt?	0
9-12	Content Analysis	6	Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to the value of physical activity should be introduced and subsequently taught?	0
9-12	Student Assessment Analysis	6	Protocols for determining students understanding about the role and influence of physical activity in different cultures, such as asking students to create written reports about a specific game played in a different country that is not common in the United States?	0
9-12	Student Assessment Analysis	6	Protocols for assessing students knowledge and ability to discuss the role of artistic concepts in physical activity, such as asking students to analyze the artistic components of dance and gymnastics?	0
9-12	Student Assessment Analysis	6	Protocols for assessing students ability and willingness to pursue new challenges and competition in physical activity, such as asking students to participate in a new activity outside of physical education class and provide a brief overview of the experience?	0
9-12	Student Assessment Analysis	6	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0
K-2	Student Assessment Analysis	1	Protocols for assessing fundamental movement skills, including locomotor (e.g., walk, skip, hop), nonlocomotor (e.g., bend, twist, rock), and manipulative (e.g., striking an object) skills?	1
K-2	Student Assessment Analysis	1	Protocols for assessing specialized movement skills such as rolling, transfer of body weight to one leg, or rhythmic movement?	1
K-2	Student Assessment Analysis	1	Protocols for assessing the combination of movement and motor skills such as dribbling a ball while walking or creating movement patterns using different speeds, directions, and skills?	1
K-2	Student Assessment Analysis	1	Protocols for assessing the application of a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills, such as having a student demonstrate how to adapt movement skills to changing conditions (e.g., rolling a ball to a moving partner or moving to music)?	1
K-2	Student Assessment Analysis	1	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	1
3-5	Student Assessment Analysis	1	Protocols for assessing mature forms of movement skills, including locomotor, nonlocomotor, and manipulative (e.g., changing movement from running to skipping, striking an object) skills?	1
3-5	Student Assessment Analysis	1	Protocols for determining competency in a few specialized movement skills such as basketball chest pass, soccer dribbling, and jumping rope?	1
3-5	Student Assessment Analysis	1	Protocols for assessing the combination of motor skills, such as asking students to demonstrate dribbling or kicking an object while moving; overhand throw; or combining traveling, balancing, weight transfer, and rolling?	1
3-5	Student Assessment Analysis	1	Protocols for assessing the application of a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills (e.g., asking students to demonstrate the skill to adapt movement skills to changing conditions, such as tossing a ball to a moving partner or performing dance sequences to music)?	1
3-5	Student Assessment Analysis	1	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	1
6-8	Content Analysis	1	Specific lessons on advanced forms of movement skills including locomotor (e.g., run), nonlocomotor, and manipulative (e.g., striking an object with another object) skills?	1
6-8	Content Analysis	1	Specific lessons on advanced specialized motor skills such as batting, tennis overhand serve, or badminton smash for individual noncompetitive activity, competitive activity, team court sports, and team field sports?	1
6-8	Content Analysis	1	Specific lessons on rhythm or dance, such as combining traveling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow?	1
6-8	Content Analysis	1	Specific instructions that clearly indicate the appropriate grade level at which each motor and movement skill should be introduced and subsequently taught?	1
6-8	Student Assessment Analysis	1	Protocols for assessing students ability to apply a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills (e.g., asking students to demonstrate the ability to perform a routine using manipulative equipment to music).	1
6-8	Student Assessment Analysis	1	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	1
9-12	Content Analysis	1	Specific lessons about increasingly advanced specialized motor skills such as karate kicks, forehand and backhand tennis strokes, or step aerobics?	1
9-12	Content Analysis	1	Specific lessons about the combination of two or more specialized movement forms, such as a discus throw (e.g., spin, jump, and drive) or a series of dance steps performed to music?	1

9-12	Content Analysis	1	Specific lessons that allow for follow-up learning experiences to use basic and advanced skills and tactics of movement forms in applied settings (e.g., initial practice of polka steps broken down into basic form, followed by demonstrating the correct pattern for the polka with music)?	1
9-12	Content Analysis	1	Specific instructions that clearly indicate the appropriate grade level at which each motor and movement skill should be introduced and subsequently taught?	1
9-12	Student Assessment Analysis	1	Protocols for assessing students ability to combine two or more specialized movement forms, such as asking students to demonstrate or explain the discus throw or a series of dance steps?	1
9-12	Student Assessment Analysis	1	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	1
K-2	Student Assessment Analysis	2	Protocols for assessing critical features of movement forms such as assessing students ability to make the distinction between various locomotor movements (e.g., run, walk, skip, hop, gallop)?	1
K-2	Student Assessment Analysis	2	Protocols for assessing movement concepts, such as the relationships of movement (e.g., in, out, under, over, through), effort, time, and space (e.g., paths, ranges, direction of movement)?	1
K-2	Student Assessment Analysis	2	Protocols for assessing the mechanics of movement, such as asking students to demonstrate balance and basic throwing mechanics?	1
K-2	Student Assessment Analysis	2	Protocols for assessing motor learning and motor development concepts, such as striking with equipment and with hands and demonstrating control of movement with increased practice?	1
K-2	Student Assessment Analysis	2	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	1
3-5	Student Assessment Analysis	2	Protocols for assessing the performance of critical features of movement forms, such as asking students to demonstrate features of dribbling, kicking, catching, throwing, and striking?	1
3-5	Student Assessment Analysis	2	Protocols for assessing movement concepts, such as chasing, fleeing, and dodging skills?	1
3-5	Student Assessment Analysis	2	Protocols for assessing various concepts of the mechanics of movement, such as asking students to demonstrate how to safely lift an object?	1
3-5	Student Assessment Analysis	2	Protocols for assessing motor learning and motor development concepts, such as asking students to explain that appropriate practice improves performance of skills and that basic skills help with specialized skills?	1
3-5	Student Assessment Analysis	2	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	1
6-8	Content Analysis	2	Specific lessons about the mechanics of movement, such as air and water resistance, relationships between spin and rebound, gravity, and friction?	1
6-8	Content Analysis	2	Specific lessons on motor learning and motor development concepts (e.g., discussing the role of long-term memory in physical movements, speed and accuracy tradeoff, the role of physical abilities in performing movement)?	1
6-8	Content Analysis	2	Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?	1
6-8	Student Assessment Analysis	2	Protocols for assessing advanced movement concepts, such as asking students to explain and demonstrate game tactics for invasion and net activities?	1
6-8	Student Assessment Analysis	2	Protocols for assessing students ability to perform advanced motor learning and motor development concepts, such as asking students to explain the role of long-term memory in physical movements, speed and accuracy tradeoff, and the role of physical abilities in performing movement?	1
6-8	Student Assessment Analysis	2	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	1
9-12	Content Analysis	2	Specific lessons on critical features of movement forms, such as teaching students about the critical features of all specialized skills taught in grades 9-12?	1
9-12	Content Analysis	2	Specific lessons on movement concepts, including game, physical activity, and sport tactics taught throughout grades 9-12?	1
9-12	Content Analysis	2	Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?	1
9-12	Student Assessment Analysis	2	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	1
K-2	Student Assessment Analysis	3	Protocols for assessing student ability to identify different types of physical activity, such as student knowledge about moderate and vigorous activities in and outside of physical education classes?	1
K-2	Student Assessment Analysis	3	Protocols for assessing student choice and/or modification of physical activity, such as asking students to identify appropriate physical activities; likes and dislikes related to physical activities; and ways to modify physical activities according to personal ability?	1

K-2	Student Assessment Analysis	3	Protocols for assessing students knowledge of the temporary and lasting health benefits of physical activity, such as physical benefits (e.g., healthy heart) and psychological benefits (e.g., good feelings)?	1
K-2	Student Assessment Analysis	3	Protocols for assessing students ability to participate in activities that involve manipulating objects, such as ball tossing and juggling?	1
K-2	Student Assessment Analysis	3	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	1
3-5	Content Analysis	3	Specific lessons that teach students how to recognize and monitor intensity levels of a variety of activities as well as materials to assist teachers with promoting age-appropriate moderate to vigorous physical activities outside of physical education class?	1
3-5	Content Analysis	3	Specific lessons on how to incorporate self-assessment into physical activity through a variety of sources, such as pedometers, a physical activity log, or heart rate monitors?	1
3-5	Student Assessment Analysis	3	Protocols for assessing student modification of physical activity, such as asking students to demonstrate a variety of modifications for different physical activities?	1
3-5	Student Assessment Analysis	3	Protocols for assessing students knowledge about physical activity opportunities outside of physical education class, such as asking students to create a written report about physical activity options in the community or after school?	1
3-5	Student Assessment Analysis	3	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	1
6-8	Content Analysis	3	Specific lessons that teach students how to identify opportunities for participation in moderate to vigorous physical activities in both school and non-school settings?	1
6-8	Content Analysis	3	Specific lessons that teach students how to select and utilize practice procedures and training principles appropriate for the physical activity goals that they set?	1
6-8	Content Analysis	3	Specific lessons that teach students how to independently participate in physical activity monitoring (e.g., through pedometers or activity logs) and regulate physical activity behavior by using appropriate fitness and movement principles?	1
6-8	Student Assessment Analysis	3	Protocols for assessing students ability to identify opportunities for participation in moderate and vigorous physical activities in school and nonschool settings (e.g., ask students to record community-based physical activities they participated in)?	1
6-8	Student Assessment Analysis	3	Protocols for assessing students ability to use fitness assessment results to establish personal physical activity programs to reflect personal goals and interests?	1
6-8	Student Assessment Analysis	3	Protocols for assessing students knowledge about basic concepts within principles of training and how to apply them when establishing personal physical activity goals?	1
6-8	Student Assessment Analysis	3	Protocols for assessing students ability to independently self-monitor and regulate physical activity behavior (e.g., asking students to record daily physical activity and explain how any adjustments were made to regulate behavior)?	1
6-8	Student Assessment Analysis	3	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	1
9-12	Content Analysis	3	Specific lessons that teach students why patterns of participation in moderate and vigorous physical activity change over the life-span and how much activity is recommended for their age and for adults?	1
9-12	Content Analysis	3	Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?	1
9-12	Student Assessment Analysis	3	Protocols for assessing students knowledge (e.g., through written exams or quizzes) about patterns of physical activity participation and how they change over the life span?	1
9-12	Student Assessment Analysis	3	Protocols for determining students ability to independently apply training principles to their own participation in their favorite activities and/or sports, such as asking students which principles of training are being utilized in basketball?	1
9-12	Student Assessment Analysis	3	Protocols for determining students capacity to monitor their own physical activity and use appropriate behavior change strategies to positively influence their activity patterns?	1
3-5	Content Analysis	4	Specific lessons on self assessment of physical fitness (e.g., a teaching activity using a criterion-referenced standard fitness test such as Fitnessgram for self-assessment of fitness)?	1
3-5	Content Analysis	4	Specific lessons that allow physical educators to teach the concept of interpreting fitness test results and choosing appropriate activities to improve each component of physical fitness?	1
3-5	Content Analysis	4	Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?	1
3-5	Student Assessment Analysis	4	Protocols for assessing students knowledge about the components of fitness, the tools for assessing personal fitness levels, and identification of physical activities that can assist in developing the components?	1
3-5	Student Assessment Analysis	4	Protocols for assessing students personal choices in physical activities that contribute to physical fitness, such as having students identify their favorite activities during or outside of physical education class and briefly explain how they contribute to fitness?	1
3-5	Student Assessment	4	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	1

	Analysis			
6-8	Content Analysis	4	Specific lessons on how to assess personal fitness status for each component of fitness and use this information to develop individualized physical fitness goals with little help from the teacher?	1
6-8	Content Analysis	4	Specific lessons on basic principles of training (e.g., threshold, overload, specificity) and how these principles can be used to improve ones level of physical fitness?	1
6-8	Content Analysis	4	Specific lessons that provide opportunities for students to participate in and effectively monitor physical activities that improve each component of fitness?	1
6-8	Content Analysis	4	Specific lessons that teach students about how each component of physical fitness is related to their overall fitness status?	1
6-8	Content Analysis	4	Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?	1
6-8	Student Assessment Analysis	4	Protocols for assessing students knowledge about and ability to assess personal fitness and eventually use the information to establish personalized fitness plans?	1
6-8	Student Assessment Analysis	4	Protocols for assessing students knowledge about the basic concepts within various principles of training (e.g., threshold, overload, specificity) and how to apply the principles to their own programs for improving personal fitness?	1
6-8	Student Assessment Analysis	4	Protocols for assessing students capacity to participate in activities for improving each component of fitness, without undue fatigue (e.g., asking students to demonstrate the ability to maintain a circuit training session for improving cardiorespiratory endurance and muscular strength)?	1
6-8	Student Assessment Analysis	4	Protocols for analyzing students personal health-related fitness programs, including an analysis of their ability to monitor their own heart rate, perceived exertion, and breathing rate?	1
6-8	Student Assessment Analysis	4	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	1
9-12	Content Analysis	4	Specific lessons on appropriate activities for each component of fitness, as well as activities that will help students meet their personal fitness goals?	1
9-12	Content Analysis	4	Specific lessons on age- and gender-appropriate health-related fitness standards and how to monitor and interpret personal fitness data?	1
9-12	Student Assessment Analysis	4	Protocols for determining student knowledge about the appropriate activities for each component of fitness as well as the activities that will help students meet their personal goals?	1
9-12	Student Assessment Analysis	4	Protocols for knowledge about the basic concepts of exercise physiology, such as asking students to identify and explain two or more principles of training that influence their own personal physical activity program?	1
3-5	Content Analysis	5	Specific lessons that address and emphasize cooperation, teamwork, personal responsibility, and communication skills such as activities that require small group work and opportunities for communicating needs and ideas?	1
3-5	Content Analysis	5	Specific lessons that stress the importance of and purposes for rules, classroom and game etiquette, and procedures for physical education class as well as the distinctions between rules for a variety of activities?	1
3-5	Content Analysis	5	Specific lessons that allow physical educators to teach and discuss the importance of safety issues and protocol within physical education class as well as physical activities outside of class?	1
3-5	Student Assessment Analysis	5	Protocols for analyzing students personal and social respect regarding individual differences within physical education, such as observing students social behavior during class?	1
3-5	Student Assessment Analysis	5	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	1
6-8	Content Analysis	5	Content that addresses and emphasizes the role of personal reactions during interactions with others as well as the importance of supportive behavior and social skills?	1
6-8	Content Analysis	5	General guidance and specific lessons that ask students to engage in teaching rules, protocol, and etiquette of various sports and games played during physical education?	1
6-8	Content Analysis	5	Specific lessons on teaching students inclusive behaviors and accommodations for individual differences in a variety of physical activity settings?	1
6-8	Content Analysis	5	Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?	1
6-8	Student Assessment Analysis	5	Protocols for assessing students ability to work in groups, apply problem solving skills (e.g., during an orienteering activity), and utilize conflict resolution skills?	1
6-8	Student Assessment Analysis	5	Protocols for assessing student knowledge and skills in teaching (e.g., asking students to teach their peers) and identifying specific rules, etiquette, and procedures for sports and games played during and outside of physical education class?	1
6-8	Student Assessment Analysis	5	Protocols for assessing student knowledge of and ability to apply safety protocols to a variety of activities and sports they participate in during and outside of physical education (e.g., asking students to explain, through written format, how safety protocols were important during a family bike ride)?	1
6-8	Student Assessment	5	Protocols for analyzing students personal and social respect regarding individual differences within and outside of physical education, such as observing students social behavior during	1

	Analysis		class?	
6-8	Student Assessment Analysis	5	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	1
9-12	Student Assessment Analysis	5	Protocols for assessing students knowledge, skills, and ability in teaching and identifying specific rules, etiquette, and procedures for sports and games played during and outside of physical education class?	1
9-12	Student Assessment Analysis	5	Protocols for assessing students knowledge, skills, and ability to set up safety procedures for a variety of physical activities, fitness testing, games, and sports?	1
K-2	Content Analysis	6	Specific lessons that allow physical educators to teach and discuss the importance of self-expression through movement (e.g., artistic concepts of movement, expression of feelings about physical activity through movement)?	1
K-2	Content Analysis	6	Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to the value of physical activity should be introduced and subsequently taught?	1
K-2	Student Assessment Analysis	6	Protocols for assessing students ability to identify new challenges in physical activity, such as attempting a new movement or participating in a new game or sport?	1
K-2	Student Assessment Analysis	6	Protocols for assessing students ability to identify the physical activities they enjoy and to explain why they enjoy being physically active with others?	1
K-2	Student Assessment Analysis	6	Protocols for assessing students ability to identify the importance of self expression through movement (e.g., artistic concepts of movement, expression of feelings through movement)?	1
K-2	Student Assessment Analysis	6	Protocols for assessing students knowledge about the role of physical activity throughout history, such as asking students to identify the different types of games played across cultures and throughout history?	1
K-2	Student Assessment Analysis	6	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	1
3-5	Content Analysis	6	Specific lessons for activities that allow students to determine the relationship between success and enjoyment in physical activity and the types of activities that bring personal satisfaction?	1
3-5	Content Analysis	6	Specific lessons that teach students the differences between personal challenges and competition and provide the opportunity for students to choose at least one personally challenging physical activity to attempt?	1
3-5	Content Analysis	6	Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to the value of physical activity should be introduced and subsequently taught?	1
3-5	Student Assessment Analysis	6	Protocols for assessing students ability to identify physical activities they enjoy and explain their reasons for enjoyment (either written or verbally)?	1
3-5	Student Assessment Analysis	6	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	1
6-8	Content Analysis	6	Specific lessons that allow students to increase their opportunities for improved self-confidence and self-esteem through physical activity?	1
6-8	Content Analysis	6	Specific lessons that enable students to experience avenues of self-expression provided by activities such as dance, gymnastics, and other forms of artistic movement?	1
6-8	Content Analysis	6	Specific lessons that teach students the differences between personal challenges and competition and provide the opportunity for students to choose at least one personally challenging physical activity to attempt?	1
6-8	Content Analysis	6	Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to the value of physical activity should be introduced and subsequently taught?	1
6-8	Student Assessment Analysis	6	Protocols for assessing students ability to self-select appropriate physical activities they enjoy and explain their reasons for enjoyment (either written or verbally)?	1
9-12	Content Analysis	6	Specific lessons on the role and influence of physical activity in different cultures (e.g., the importance of specific sports and games in different countries)?	1
9-12	Content Analysis	6	Specific lessons that allow students to analyze the characteristics of sports and physical activities that are personally enjoyable?	1
9-12	Student Assessment Analysis	6	Protocols that ask students to identify and analyze the characteristics of sports and physical activities they enjoy and explain their reasons for enjoyment?	1

Improvements

Follow the steps A through D below for each of the identified weaknesses above to complete the curriculum improvement plan. If you need to enter more items to the curriculum improvement plan, click "Add Row" at the bottom of this page.

- A. In Column A, describe the individual weakness your team discovered through your analysis process.
- B. In Column B, describe what should be done to improve the weakness.
- C. In Column C, list the necessary actions required to improve the weakness.
- D. In Column D, list the responsible parties and due dates.

A Identified weaknesses within PECAT results	B PECAT Committee recommendations	C Necessary actions	D Persons responsible and completion dates	Options
				Delete
				Delete
				Delete

Add Row

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WATKINS GLEN CENTRAL SCHOOL DISTRICT

WELLNESS PLAN AND PROCEDURES

Developed by:
The Health Advisory Council

Adopted by the Board of Education
on 3 / 4 / 13

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Participants in this update:

Dave Warren	High School Principal
Rod Weeden	Elementary School Principal
Kristine Somerville	Middle School Principal
Nan Woodworth-Shaw	Director of Student Services
Margaret Swinnerton	Health Teacher
Kate Bartholomew	Science Teacher
Barbara Bristow	Home & Careers Teacher
Cyndy Wood	P.E. Teacher
Melissa Woodward	School Counselor
Michelle Simiele	School Counselor
Mendy Thorsland	School Nurse
Christy Williams	School Nurse
Gigi Fusco	Food Services
Marcia Kasprzyk	Public Health
Lisa Gibson	Parent
Jim Somerville	Parent
Debbie MacDonald	Catholic Charities
Meachele Manchester	GST BOCES
Emily Solometo	GST BOCES

WELLNESS PLAN ON PHYSICAL ACTIVITY AND NUTRITION

Given the documented connection between proper nutrition, adequate physical activity and educational success, the Board of Education adopts the following goals to provide district students with a school environment that promotes student physical health and wellness and reduces childhood obesity.

I. Foods and Beverages Available in School

The Board recognizes that a nutritious, well-balanced, reasonably-portioned diet is essential for student wellness and academic success. To help students possess the knowledge and skills necessary to make nutritious food choices for a lifetime, the district shall ensure that all foods and beverages available in school promote good nutrition, balance, and reasonable portion sizes. The district shall ensure that reimbursable school meals meet or exceed the program requirements and nutrition standards found in federal regulations.

To accomplish this, the Board directs that the district serve healthy and appealing foods and beverages at district schools, following state and federal nutrition guidelines, as well as safe food preparation methods.

II. Physical Activity

Physical activity is an important factor in staying healthy and being ready to learn. The Board encourages every student to develop the knowledge and skills necessary to perform a variety of physical activities, to regularly participate in physical activity, and to appreciate and enjoy physical activity as an ongoing part of a healthy lifestyle. In addition, staff, families, and community are encouraged to participate in and model physical activity as a valuable part of daily life. The district's Physical Education program shall adhere to the curricular requirements of the Commissioner of Education and the New York State Learning Standards.

III. Nutrition Education

The Board believes that nutrition education is a key component in introducing and reinforcing healthy behaviors in students. Nutrition education that teaches the knowledge, skills, and values needed to adopt healthy eating behaviors shall be integrated into the curriculum. Nutrition education information shall be offered throughout the school campus including, but not limited to, school dining areas and classrooms. Staff members who provide nutrition education shall be appropriately certified and trained. The district's broader Health Education program shall incorporate the appropriate New York State Learning Standards.

IV. Other School-Based Activities

The district may implement other appropriate programs that help create a school environment that conveys consistent wellness messages and is conducive to healthy eating and physical activity. Such activities may include, but are not limited to, health forums or fairs, health newsletters, parent outreach programs, employee health and wellness activities, limitation of food as a reward, review of food marketing and advertising in school, promotion of community-wide events, and development of wellness-related courses in the district's adult education program.

Implementation

The Board may designate one person as District Wellness Coordinator to be responsible for ensuring that the provisions of this plan are carried out throughout the district. The Board may also designate one person School Wellness Coordinator in each building to ensure that the wellness activities and actions are being implemented and managed at the building-level.

Monitoring and Review

The District Wellness Coordinator will report annually to the Board on the implementation of the policy. The District Wellness Coordinator, will meet quarterly with appropriate personnel and advisory committees, to monitor and review the district's wellness activities to determine whether this plan is having a positive effect on increasing student wellness and decreasing childhood obesity in the district. Based on those results, this policy, and the specific objectives set to meet its goals, may be revised as needed.

The district will monitor and review the implementation and effectiveness of this plan by considering:

1. Informal surveys of building principals, classroom staff, and school health personnel to review the progress of wellness activities and their effects.
2. Nutritional content of food offered in the cafeterias for meals and *a la carte* items, and sales or consumption figures for such foods.
3. Nutritional content of food available in vending machines, and sales or consumption figures for such foods.
4. Time students spend in Physical Education classes, and the nature of those activities.
5. Extracurricular activities of a physical nature, in the number of offerings and rates of participation by students.
6. Student mastery of the nutrition education curriculum.
7. Relevant portions of the CDC School Health Index.
8. Other data currently collected by the district, including:
 - a. attendance data (particularly absences due to illness);
 - b. test scores;
 - c. rates of suspension, discipline, and violent incidents;
 - c. physical education scores on flexibility, endurance, and strength (i.e., fitness test results);
 - d. student BMI (Body Mass Index) statistics, as collected in accordance with the State Department of Health efforts; and
 - e. revenues generated from vending machines and a la carte food items.
9. Surveys of student/parent opinions of cafeteria offerings and wellness efforts.
10. Review of professional staff development offered which focuses on student wellness.

Ref: P.L. 108-265 §204 (Child Nutrition and WIC Reauthorization Act of 2004)
42 USC §§1758(f)(1); 1766(a) (Richard B. Russell National School Lunch Act)
42 USC §1779 (Child Nutrition Act)

7 CFR §210.10; 210.11 (National School Lunch Program participation requirements – standards for lunches, snacks, and competitive foods)

7 CFR §220.8 (School Breakfast Program participation requirements – nutrition standards)

8 NYCRR Part 135 (Health and Physical Education curricular requirements); §114.1 (School Breakfast Program Requirements)

Appeal of Phillips, 37 EDR 204 (1997) (dec. no. 13,843)

Appeal of Williams, 32 EDR 621 (1993) (dec. no. 12,934)

Preamble

Whereas:

- 32% of the surveyed population at Watkins Glen would be diagnosed as overweight or obese (see chart below);
- 64% of the Schuyler County surveyed adult population would be categorized as overweight or obese (see chart below);
- Obesity rates have doubled in children and tripled in adolescents over the last two decades, and lack of physical activity and excessive calorie intake are the predominant causes of obesity; and
- Heart disease, cancer, stroke, and diabetes are responsible for two-thirds of the deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood.

Watkins Glen Central School Student Weight Status Survey 2009

GRADE	#Polled	BMI<5th Underweight	BMI5th-85th Healthy Weight	BMI 85th-95th Overweight	BMI>95th Obese
Pre-K	37	2%	65%	19%	14%
Kindergarten	62	10%	58%	16%	16%
2nd	89	3%	67%	12%	17%
4th	70	3%	64%	16%	17%
7th	89	2%	63%	18%	17%
10th	126	1%	63%	14%	18%
TOTAL STUDY	473	3%	64%	15%	17%

2010 Schuyler County Community Health Assessment Data

Health Category	Schuyler County %	NYS Incidence
Adult Incidence of Hypertension	27	25
Adult Incidence of Diabetes	10	9.7
Adult Overweight or Obesity	64	58
Adult Obesity	31	23

Females' BMI- Body Mass Index									
>85 CDC Body Mass Index-for-age Percentiles									
Grade	4	5	6	7	8	9	10	11	12
YEAR									
2009-10	x	27.03	38.64	51.16	43.24	54.35	19.23	28.21	x
2010-11	22.22	30.61	30.00	47.73	54.55	28.13	42.11	27.03	17.65
2011-12	29.41	38.30	44.00	29.55	46.67	37.84	30.56	53.19	24.00

Males' BMI- Body Mass Index									
>85 CDC Body Mass Index-for-age Percentiles									
Grade	4	5	6	7	8	9	10	11	12
YEAR									
2009-10	x	45.83	51.43	36.36	31.82	35.19	23.53	34.78	x
2010-11	40.91	47.83	43.75	52.94	51.11	39.13	30.77	26.67	31.58
2011-12	40.00	60.00	49.01	26.00	42.85	43.90	38.70	34.09	15.91

The Watkins Glen Central School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn. The district will support healthy eating and physical activity by:

- Engaging students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- Giving all students opportunities, support, and encouragement to be physically active on a regular basis.
- Serving and selling foods and beverages that meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.
- Providing students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutritional needs of students, and providing clean, safe and pleasant settings and adequate time for students to eat.
- To the maximum extent possible, participate in available federal school meal programs (including the School Breakfast Program and the National School Lunch Program).
- Providing nutrition education and physical education to foster lifelong habits of healthy eating and physical activity.
- Meeting the NYS requirements for physical education and health education.

WATKINS GLEN CENTRAL SCHOOL WELLNESS COMMITTEE

The Watkins Glen Central School Wellness Committee has developed, reviewed and revised a school nutrition and physical activity plan to be presented and recommended to the Board of Education. The Committee will serve as a resource to each school community for implementation of the plan.

The Wellness Committee consists of classroom teachers, physical education teachers, school nurses, health educators, administrators, food service professionals, Board of Education members, representatives of community organizations and parents.

Ia. NUTRITIONAL QUALITY OF FOOD AND BEVERAGES SOLD AND SERVED AT THE WATKINS GLEN CENTRAL SCHOOL DISTRICT

Meals served at the Watkins Glen Central School will:

- Look appealing to children;
- Be served in a clean and pleasant setting;
- Meet, at a minimum, nutritional requirements established by local, state and federal statutes and regulations;
- Include a variety of fruits and vegetables;
- Be served with low-fat (1%), 2%, and fat-free milk and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
- Include whole grain items to the extent possible.
- Will strive to provide options for children with non-traditional diets (vegetarian, lactose intolerant, Kosher, vegan, etc.)

Schools will share information about the nutritional content of meals with parents and students. Such information will be made available on menus, a website, on a cafeteria menu board, or other point-of-purchase materials. This information will be made available in language that is accessible to all.

School Meals

All meals served within the district will meet Federal and State USDA guidelines for schools that follow the NSLP (National School Lunch Program). These guidelines can be found on the internet at www.fns.usda.gov.

Breakfast

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn, schools will:

- Operate the School Breakfast program;
- To the extent possible, arrange bus schedule times and utilize methods to serve school breakfasts that encourage participation;
- Encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Free and Reduced-Priced Meals:

Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-priced meals by utilizing a cash register system that ensures the security and anonymity of every student's account.

Scheduled Meal Times:

A thirty (30) minute mealtime is available to all students within the district.

Schools should, to the extent possible:

- Provide students access to hand washing or hand sanitizing wipes before they eat meals;
- Take reasonable steps to help accommodate tooth-brushing regimens of students.

Sharing of Foods and Beverages

Students are advised not to share their foods or beverages with one another due to the concerns regarding:

- Allergies and other food restrictions on some children's diets;
- The spread of infectious disease.

All appropriate staff, in each school, will be informed of students with food allergies and/or food restrictions. Nut-free zones will be established at all schools.

The school nurses will maintain an updated list of all students who have food allergies and food restrictions.

Ib. SALE OF NON-COMPETITIVE FOODS IN THE WGCSD (Vending Machines, Cafeteria ala carte, Fundraisers, School Store, Concession Stands, Class Parties (sold individually))

All stakeholders will abide by federal policies and regulations regarding non-competitive food sales as they relate to the national school breakfast and lunch program.

Sale of foods of minimal nutritional value are prohibited from the beginning of the school day until the end of the last scheduled meal period in all school buildings.

The following guidelines apply to fundraising, classroom/after-school snacks, incentives, celebrations, and school sponsored events:

- Guidelines for non-competitive foods will align with the guidelines for all foods and beverages offered on campus.
- Non-competitive foods sold on school grounds will be limited to foods of identified nutritional value.

Guidelines for Non-competitive Food Sales:

Beverages Allowed:

- Water or seltzer water without added caloric sweeteners
- Fruit and vegetable juices and fruit-based drinks that contain at least 100% fruit juice and more than 10 calories per ounce.
- Skim, 1% and 2% white milk

Beverages not-allowed or phased out over time:

- Soft drinks containing more than 10 calories per ounce.
- Fruit based drinks that contain more than 10 calories per ounce.
- Flavored Milk with more than 10 calories per ounce.
- Sports drinks – with more than 10 calories per ounce.
- Energy drinks with more than 10 calories per ounce and caffeine.

Access to Free Drinking Water

- Students and staff will have access to free, safe, and fresh drinking water throughout the school day.

Food requirement Goals:

A food item sold individually will:

- Have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated and trans fat combined:
- Have no more than 35% of its weight from added sugars.

*A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; fruit-based drinks that are at least 100% fruit juice and that do not contain additional caloric sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).

Fundraising:

School clubs/organizations are discouraged from selling the following foods when fundraising:

- Foods that can be consumed immediately
- Pastries
- Candy bars
- Cookies
- Pies

*Non-school organizations or clubs wishing to fundraise during school hours must have prior administrative approval and follow the guidelines above.

Concession Stands:

Along with the traditional foods sold, the following foods are allowed at concession stands operated on school property:

- Suggested items to be phased in include: sunflower seeds, fruit leather, popcorn, pretzels, dried fruit, trail mix, flavored water, granola bars, etc.
- Items to be phased out or limited include: Potato chips, fruit roll-ups, candy bars, soda, sports drinks with caloric sweeteners, etc.

Celebrations (parties):

Each school will disseminate a list of healthy party foods to parents and teachers. Parents and teachers are encouraged to have nutritious foods/snacks at parties. The school will encourage monthly celebrations (birthdays, etc.) whenever possible.

Rewards

Teachers are encouraged to phase out foods used as rewards or incentives. Examples of other ideas are: homework passes, scholar dollars, activity passes, etc.

II. PHYSICAL ACTIVITY OPPORTUNITIES AND PHYSICAL EDUCATION

Physical Education:

Watkins Glen Central Schools will provide regular physical education to all students in grades K-12 as indicated in the district Physical Education Plan. Students shall engage in physical education for at least the minimum number of hours or days per week under State requirements and physical education classes shall incorporate the appropriate NYS Learning Standards. Physical education teachers will promote, teach, and provide practice opportunities for activities that students can enjoy and pursue throughout their

lives. All physical education will be taught by certified physical education teachers. Students will spend a least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Recess:

Students will have supervised recess at least 20 minutes daily in grades K-6. Recess will allow students to engage in moderate to vigorous physical activity, weather permitting.

Physical Activity Opportunities Before and After School:

The high school and middle school will offer, as appropriate, interscholastic athletic and intramural programs. The district will promote clubs and activities that meet the various physical activity needs, interests, and abilities of all students (e.g., walking, hiking and climbing, snowshoeing).

In-district after-school childcare and enrichment programs will encourage physical activity for all participants. Space and equipment will be provided for such activity.

Physical Activity and Discipline:

Teachers and other school and community personnel will not withhold opportunities for physical activity (e.g., recess, physical education) as discipline.

On the rare occasion that recess is restricted, then an opportunity should be provided for alternative physical activity.

III. NUTRITION AND PHYSICAL ACTIVITY PROMOTION AND FOOD MARKETING

Nutrition Education and Promotion

Watkins Glen Central School aims to teach, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education and/or home and careers classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- Promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices; and
- Emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise).
- Schools will link nutrition education activities with the coordinated school health program through interdisciplinary planning between teachers, cafeteria coordinators, and nursing staff.

Integrating Physical Activity into the Classroom Setting:

For students to receive the nationally-recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to receive the nationally-recommended amount of daily physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward the end:

- Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- Opportunities for physical activity will be incorporated into other subject lessons; and

- Classroom teachers are encouraged to provide short physical activity breaks between lessons or classes.

Community/Family Opportunities for physical activity

- Access to the field house and swimming pool is available at scheduled times for the community and families.

Communications with Parents. Communication with parents will be achieved through school newsletters, the district newsletter, the district website, and brochures or flyers about wellness. Special events focused on wellness can also be promoted using the local media.

Food Marketing in Schools. School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above). School-based marketing of brands promoting predominantly low-nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

MONITORING AND PLAN REVIEW

Monitoring:

The Superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report annually on the school's compliance to the school district Superintendent or designee.

Food service staff, at the school and district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to their supervisor, principal and superintendent.

The Superintendent or designee will develop a summary report every three years on district-wide compliance with the district's established nutrition and physical activity wellness policies, based on input from schools within the district. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principal, and school health services personnel in the district.

Policy Review:

The committee will meet, at a minimum, quarterly and/or as necessary to review, revise and recommend changes to the Board of Education.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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**BUDGET NARRATIVE
 PROGRAM YEAR 1**

Budget Details	Grant Request	(b)(6)
PERSONNEL		
0.10 FTE Program Director , (Base Salary \$99,466) who will provide administrative oversight of all program activities.		
1.0 FTE Program Coordinator , (Base Salary \$58,000) who will coordinate all program activities, including the purchase of program equipment and supplies, overseeing the collection and compilation of program data, facilitating curriculum planning and development of units and preparing and submitting all program reports.	\$58,000	
1.0 FTE Health and PE Instructional Support Teacher , (Base Salary \$52,000) who will provide job-embedded training and support for classroom and PE teachers to integrate instruction through a consistent and sequential Health/PE curriculum that utilizes "Health Smart" as a supplemental curriculum.	\$52,000	
Stipends for monthly Health Advisory Committee meetings with the program coordinator, an Elementary and a Secondary building administrator, student reps, parent reps, community partners (2 PE Teacher Reps, 1 Elementary Teacher, 1 Health Teacher and 1 Family and Consumer Sci. Teacher) (5 teaching staff + 2 Bld. Admin x \$18/hour x 2 hours per month x 12 months)		
Stipends for before school Site-Based Joint Planning Time with project coordinator and IST (3 elementary PE staff, 4 secondary PE staff, 1 Health Teacher, 1 Family and Consumer Science Teacher)- (9 total staff) x \$18/hour x 4 hours per month x 12 months		
Stipends for Grade-span (K-5, 6-12) School-based Wellness Committee meetings with project director, project coordinator, IST, collaborating partners, student rep, parent rep, (1 PE , 1 School Nurse, 3 teachers) x 2 grade spans x 4 meetings/yr. to Monitor Policy implementation- (6 staff x \$18/hour x 2 hours per quarter x 4 meetings per year)		
After-School Teacher Stipends: <ul style="list-style-type: none"> ▪ Training PE teachers on pedometer data collection (7 staff x \$18/hour x 3 hour) \$378 ▪ Extended Fitness Center hours at High School (1 staff x \$18/hour x 3 hours/day x 6 days/week x 40 weeks); \$10,000 ▪ Before and After School Stipends for lifetime fitness activities, including canoeing, kayaking, mountain biking, cross country skiing, hiking and geocaching, and running clubs (4 staff x \$18/hour x 2 hours/day x 5 days/week x 40 weeks) \$28,800 ▪ Weekend and School Vacation-time Stipends for day-long and overnight fitness activities, including canoe trips, hiking and \$1,500 		

wilderness camping-(5 staff x \$100/day x 3 days/yr. for camping and adventure-based learning)		(b)(6)
Substitute Teachers for Staff Training to include:		
▪ Subs for FitnessGram training (1 Program Coordinator, 7 PE teacher, 1 Health teacher , 1 Family and Consumer Sci. teacher) (9 subs x 1 days x \$100/day)	\$900	
▪ Physical Education Teachers XerTrainer SportsWall equipment training (7 subs x \$100/day x 0.5 days)	\$350	
▪ Physical Education Teachers XerDance equipment training (7 subs x \$100/day x 0.5 days)	\$350	
▪ K-6 Elementary Teacher Training on integrating the supplemental "Health Smart" Curriculum (30 subs x \$100/day x 1 day)	\$3,000	
▪ NYS AHPERD Conferences (State and Regional) (7 subs x 5 days x \$100/day)	\$3,500	
Curriculum Development and Mapping with IST and 8 PE/Health Staff (8 staff x \$18/hour x 48 hours/year)	\$6,912	
Lifeguard for extended pool hours before school, after school and on Saturdays- (3 hours per day x 6 days per week x 45 weeks/year x \$10/hour)	\$7,000	
TOTAL PERSONNEL	\$172,690	
FRINGE BENEFITS		
Professional Staff Fringe Benefits to include: Social Security (\$15,320), Teacher Retirement (\$32,542), Health Insurance (\$33,744), Workers' Compensation (\$1,803), Unemployment Insurance (\$155)	\$73,367	
Support Staff Fringe Benefits to include: Social Security (\$620), NYS Employees Retirement (\$1,693), Workers' Compensation (\$73)	\$2,062	
TOTAL FRINGE BENEFITS	\$75,429	
TRAVEL		
PEP New Grantee Meeting - 1 staff x 2 days: (Program Director x \$450 airfare) + (\$75/day meals x 2 days) + (\$200/night hotel x 2 nights) + (\$100 transportation).	\$1,100	
OSDFS National Conference - 2 staff x 3 days: (\$450 airfare x 2 staff) + (\$75/day meals x 2 staff x 3 days) + (\$200/night x 2 rooms x 3 nights) + (\$150 transportation)	\$2,700	
New York State Association for Health, PE, Recreation, and Dance (AHPERD) State Conference in Verona, NY - (9 staff x \$175 registration per person) + (\$75/day meals x 9 staff x 3 days) + \$200/night lodging x 5 rooms x 3 nights) + (\$0.565/mile x 220 miles round-trip x 2 vehicles)	\$6,849	
New York State Association for Health, PE, Recreation, and Dance (AHPERD) Regional Mini-Conference in Rochester, NY - (9 staff x \$100 registration per person) + (\$75/day meals x 9 staff x 1 day) + (\$0.565/mile x 200 miles round trip x 2 vehicles)	\$1,801	
Student Bus Transportation to Outdoor Venues for Saturday and	\$2,160	

Summertime Activities (Hiking, Camping, Ice Skating) (\$1.95/mile x 40 miles/trip average) + (\$25.50/hr x 4 hours for driver)) x (1 trip/mo. X 12months)		(b)(6)
TOTAL TRAVEL	\$14,610	
EQUIPMENT		
XerTrainer Group Training Stations (2 stations)- Elementary Gym- (2 stations @ \$11,469/each)	\$22,938	
XerPro 1200 Performance Training Station- Jr/Sr High Gym- (2 stations @ \$15,754/each)	\$31,508	
Wireless XerDance System – provides students with a fun, interactive exercise experience with instant feedback including calories, steps, time, and score on an LCD screen. Students swipe personal ID cards on the dance pad before starting to play. The game automatically uploads player stats to web site via network connection. Players view their stats on the website, set personal goals using the website. Teachers can view individual and class stats on the website, and create dance programs for their students. One unit will be shared among all grade-spans. System includes 24 wireless dance pads, server, and software.	\$45,575	
TOTAL EQUIPMENT	\$100,021	
SUPPLIES		
<i>Supplemental Curriculum</i>		
<i>Health Smart</i> K-12 Supplemental Health Curriculum to address School Health Index Action Steps #2: <i>Improve Teaching and Learning</i> ; and #3 <i>Develop and Implement a sequential K-12 Health curriculum that integrates nutrition, physical growth and development, disease prevention and lifelong fitness components. Health Smart</i> is a comprehensive K-12 program designed to help students take responsibility for their own activity, fitness, and health and to prepare them to be physically active and healthy throughout their adult lives.		
<ul style="list-style-type: none"> ▪ Elementary K-5: \$500 plus \$50 shipping and handling ▪ Intermediate 6-8: 30 textbooks x \$27 per textbook + 2 teachers guides x \$143 per guide ▪ Secondary 9-12: 30 textbooks x \$36 per textbook + 2 teachers guides/resource kits x \$308 per kit + \$100 s/h 	\$550	
<i>Individual Fitness Assessment Supplies and Materials</i>		
Polar Active Wrist Pedometers to equip all 1200 K-12 students in year 1 and 300 additional incoming students in years 2 and 3 as required for GPRA data collection- (\$65/pedometer x 1500 students)	\$97,500	
Heart Rate Monitors- (25 per school x 3 schools x \$150/monitor)	\$11,250	
FitnessGRAM Software program to assess and provide feedback to students' about their personal fitness – (\$700 per license x 3 licenses)	\$2,100	
iPad Mini's for PE Teachers and Program Staff to sync data with	\$4,050	

FitnessGram software to enter and track student assessments data and provide feedback to students - 9 iPads- (1 for Project Coordinator, 1 Instructional Support Teacher and 7 PE teachers x \$450/unit)		(b)(6)
Otterbox Protective Cases for iPad Mini's- (9 units x \$55/each)	\$495	
Push-up Testers- to encourage proper form- (15 units x \$70/unit)	\$1,050	
Health and Nutrition Education and Monitoring Supplies		
Apple-A-Day ™ Nutrition and Physical Activity Trackers based on MY Plate for grades K-3 - Includes Daily Tracker, Serving-size Cards and Lunchtime Check-off Notes (430 units x \$30/unit)	\$12,900	
Health Scoreboard- Food and Exercise Tracker- write-on wipe-off boards for Grade 7 (110 units x \$3.25)	\$358	
Weekly Recorder- Food Intake Tear Pads for 8 th Grade Nutrition Units (30 pads x \$4/ea)	\$120	
Nutritrac Nutrition Analysis Software for Health and Consumer Science Classes to analyze nutritional content of family recipes and produce a Healthy Eating Cookbook (1 license- \$50)	\$50	
Nutrition Education Visuals, food models and supplemental nutrition education materials to encourage healthy nutrition habits	\$2,500	
Human Physiology, Anatomy and Circulatory Models, Body Fat Analyzers and supplemental Health educational visuals	\$2,500	
Physical Education Outdoor Education Supplies		
Physical Education Program Supplies		
Recreational Kayaks for use by grades 4-12- (12 units x \$300/unit)	\$3,600	
Kayak Paddles (12 paddles x \$60/ea.)	\$720	
Youth and Adult Sized PFD (24 units of various sizes x \$25/ea)	\$600	
Cross-Country Skis for use by grades 6-12- (50 units- 25 ea. for grades 6-8 and 9-12) x \$180/unit) + (20 pairs of extra boots in various sizes x \$60) + (10 extra sets of poles x \$25)	\$10,450	
Kelty Backpacks for overnight hikes and camping during the summer (30 units x \$109)	\$3,270	
Four-person Tents for camping during the summer-(8 units x \$230)	\$1,840	
Hand-held GIS/GPS/Compass Kits for Orienteering and Geocaching- (12 units x \$350)	\$4,200	
Mountain Bikes for ages 12 and up for use in PE Units on the Catharine Trail- (30 units x \$100)	\$3,000	
Community Donated Bikes for ages 5-11 for use in PE Units on the Catharine Trail- (25 bikes x \$80)		
In-line skates (adjustable sizing) for use in PE Units- (30 pairs x \$50)	\$1,500	
Heavy Duty Plastic 8x10 Storage Units for storing outdoor equipment and supplies- (\$900/unit x 3 units)	\$2,700	
Physical Education Instructional Supplies for Circuit Training and Indoor Fitness Activities		
Sportwall Curriculum Manual- (2 manuals @ \$50/each)	\$100	

Wireless DDR System Supplies for use Districtwide- Gaming AV Cart = \$399; XerDance Sound System = \$599; Multi-media projector = \$1,199; Storage Cart = \$2,390	\$4,587	(b)(6)
Scaler Tunnel Net (1)	\$1,250	
Beast Climber Net (1)	\$1,350	
Vertical Net (1)	\$950	
Installation Hardware for nets	\$1,260	
48' Kin-ball and extra bladder- (1 unit x \$270) + (\$55)	\$325	
36' Cones- (2 units of five cones x \$190)	\$380	
Cone Caddie- (2 units x \$60)	\$120	
Frisbie Golf- (9 hole set + extra discs)	\$3,000	
Heavy-duty All Terrain Scooters- (6 sets of 6 x \$240/set)	\$1,440	
TOTAL SUPPLIES	\$182,065	
CONTRACTUAL		
External Evaluation (6% of total program cost)	\$20,000	
Physical Best In-Service Curriculum Training (1 day training)	\$2,500	
FitnessGRAM training (1 day training)	\$2,500	
Licensed Instructor to provide Snorkeling and Scuba Diving PE Units- (\$140/3hr. visit x 5 visits/unit x 2 units) for Jr./Sr. High Students	\$1,400	
Certified NYS Boater Safety Instructor- 15 hour course for High School PE instruction	\$800	
Yoga Instructor- (6 weeks x 2 sessions/week x 2 units x \$30/each)	\$720	
Genesee Valley Educational Partnership- Healthy Schools NY will provide technical assistance, onsite staff training, facilitate Student Empowerment activities and identify resources for sustainability		
Village of Watkins Glen- Summer Physical Activity and Nutrition Education Program (SPANEP) for Program staff, Training and Supervision. (16 hours training + 96 Hours of Program + 24 Hours of Prep and cleanup) x 12 counselors x \$11/hour = \$17,952 + benefits of \$3,048 = \$21,000; plus \$1,000 for program supplies and materials In-kind contribution includes: Snacks (120 participants x \$1/day x 24 program days = \$2,880; plus 160 hours x \$25.60/hours for the Director of Parks and Recreation to provide planning, hiring, training and supervision of staff = \$4,096; plus benefits of \$1,024 = \$5,120	\$22,000	
Catholic Charities will provide staff to work with students, parents and teachers and supplies for the installation of Community Vegetable Gardens on school grounds. (Private Foundation Grant)		
Schuyler Hospital- Student Health Topics Seminars for Physical Education Teachers and School Staff- (6 seminars x \$100/ea.)		
XerTrainer Installation and Training for Elementary Schools	\$2,595	
XerPro Installation and Training for Intermediate Schools	\$2,595	
XerDance Installation and Training for District	\$1,495	

TOTAL CONTRACTUAL	\$56,605	(b)(6)
TOTAL DIRECT COSTS YEAR 1	\$601,420	
TOTAL INDIRECT COSTS (RATE OF 1.5%) YEAR 1 (minus external evaluator)	\$0	
TOTAL COSTS YEAR 1	\$601,420	

**BUDGET NARRATIVE
 PROGRAM YEAR 2**

Budget Details	Grant Request
PERSONNEL	
0.10 FTE Program Director; (Base Salary \$101,455) will provide administrative oversight of all program activities.	
1.0 FTE Program Coordinator; (Base Salary \$59,160) will coordinate all program activities, including the purchase of program equipment and supplies, overseeing the collection and compilation of program data, facilitating curriculum planning and development of units and preparing and submitting all program reports.	\$59,160
0.50 FTE Health and PE Instructional Support Teacher; (Base Salary \$53,402) will provide job-embedded training and support for classroom and PE teachers to integrate instruction through a consistent and sequential Health/PE curriculum that utilizes "Health Smart" as a supplemental curriculum.	\$13,351
Stipends for monthly Health Advisory Committee meetings with the program coordinator, an Elementary and a Secondary building administrator, student reps, parent reps, community partners (2 PE Teacher Reps, 1 Elementary Teacher, 1 Health Teacher and 1 Family and Consumer Sci. Teacher) (5 teaching staff + 2 Bld. Principals x \$18/hour x 2 hours per month x 12 months)	
Lifeguards for extended pool hours before and after school, summertime and weekends- (3 hours per day x 6 days per week x 45 weeks/year x \$10/hour)	\$7,000
Professional Development on Assessments and Using Data with IST and 8 PE/Health Staff- (8 staff x \$18/hour x 48 hours/year)	\$6,912
Stipends for before school Site-Based Joint Planning Time with project coordinator and IST (3 elementary PE staff, 4 secondary PE staff, 1 Health Teacher, 1 Family and Consumer Science Teacher)= (9 total staff x \$18/hour x 4 hours per month x 12 mos.)	
Stipends for Quarterly Site-based Health Advisory Committee	

meetings with project director, project coordinator, IST, collaborating partners, student rep, parent rep,(1 PE , 1 School Nurse, 3 teachers) x 2 sites x 4 meetings/yr.- (6 staff x \$18/hour x 2 hours per quarter x 4 meetings per year)		(b)(4)
Before and After School Stipends for extended fitness room hours to provide students expanded opportunities for physical activity- (1 staff x \$18/hour x 3 hours/day x 5 days/week x 40 weeks)	\$10,800	
Before and After School Stipends for lifetime fitness activities, including water safety instruction, water sports indoor canoeing and kayaking instruction, ice skating, snowshoeing, geocaching and running clubs- (4 staff x \$18/hour x 2 hours/day x 5 days/week x 40 weeks)	\$28,800	
Weekend and School Vacation-time Stipends for day-long and overnight fitness activities, including canoe trips, hiking and wilderness camping- (5 staff x \$100/day x 3 days/yr. for camping and adventure-based learning)	\$1,500	
Subs for NYS AHPERD Conference (Program Coordinator, IST, 7 PE Teachers)- (7 subs x 4 days x \$100/day)	\$2,100	
Subs for NYS AHPERD Mini-Conference (Program Coordinator, IST, 7 PE teachers)- (7 subs x 1 day x \$100/day)		
TOTAL PERSONNEL	\$129,623	
FRINGE BENEFITS		
Professional Staff Fringe Benefits to include: Social Security (\$12,178), Teacher Retirement (\$25,865), Health Insurance (\$25,702), Workers' Compensation (\$1,433), Unemployment Insurance (\$156)	\$50,622	
Support Staff Fringe Benefits to include: Social Security (\$620), NYS Employees Retirement (\$1,693), Workers' Compensation (\$73)	\$2,062	
TOTAL FRINGE BENEFITS	\$52,684	
TRAVEL		
OSDFS National Conference (2 staff x 3 days)- (\$450 airfare x 2 staff) + (\$75/day meals x 2 staff x 3 days) + (\$200 hotel x 2 rooms x 3 nights) + \$150 transportation)	\$2,700	
NYS AHPERD State Conference (Verona, NY) - November - Project Coordinator, PE/Health IST, 7 PE teachers-(9 staff x \$175 registration) + (\$75/day meals x 9 staff x 3 days) + (\$200/night lodging x 5 rooms x 3 nights) + (\$.565/mile x 220 miles round-trip x 2 vehicles)	\$6,849	
NYS AHPERD Regional Mini-Conference (Rochester, NY) - March - Project Coordinator, PE IST, 7 PE teachers- (9 staff x \$100 registration) + (\$75/day meals x 9 staff x 1 day) + (\$.565/mile x 200 miles round trip x 2 vehicles)	\$1,801	
Student Bus Transportation for Incentive Trips to Outdoor Venues for Saturday and Summertime Activities (Hiking, Camping, Ice Skating) (\$1.95/mile x 40 miles/trip average) + (\$26.98/hour x 4	\$3,160	

hours for driver) x (17 trips)		(b)(4)
TOTAL TRAVEL	\$14,510	
EQUIPMENT		
TOTAL EQUIPMENT	\$0	
SUPPLIES		
<i>Apple-A-Day</i> ™ Individual <i>MY Plate</i> Food Servings and Physical Activity Trackers for grades K-3 - Includes Daily Tracker, Serving-size Cards and Lunchtime Check-off Notes (110 units x \$30/unit)	\$3,300	
Physical Education Program Supplies		
TOTAL SUPPLIES	\$3,300	
CONTRACTUAL		
External Evaluation (6% of total program cost)	\$20,000	
Licensed Instructor to provide Snorkeling and Scuba Diving PE Units- (\$140/3hr. visit x 5 visits/unit x 2 units) for Jr./Sr. High Students	\$1,400	
Certified NYS Boater Safety Instructor- 15 hour course for High School PE instruction	\$800	
Yoga Instructor- (6 weeks x 2 sessions/week x 2 units x \$30/each)	\$720	
Genesee Valley Educational Partnership- Healthy Schools NY will provide technical assistance, onsite staff training, facilitate Student Empowerment activities and Identify resources for sustainability		
Village of Watkins Glen- Summer Physical Activity and Nutrition Education Program (SPANEP) for Program staff, Training and Supervision. (16 hours training + 96 Hours of Program + 24 Hours of Prep and cleanup) x 12 counselors x \$11/hour = \$17,952 + benefits of \$3,048 = \$21,000; plus \$1,000 for program supplies and materials In-kind contribution includes: Snacks (120 participants x \$1/day x 24 program days = \$2,880; plus 160 hours x \$25.60/hours for the Director of Parks and Recreation to provide planning, hiring, training and supervision of staff = \$4,096; plus benefits of \$1,024 = \$5,120	\$22,000	
Catholic Charities- Private Foundational Support for Gardening Supplies and Instruction		
Schuyler Hospital- Student Health Topics Seminars for PE Teachers and School Staff- (6 seminars x \$100/ea.)		
TOTAL CONTRACTUAL	\$44,920	
TOTAL DIRECT COSTS YEAR 2	\$245,037	
TOTAL INDIRECT COSTS (RATE OF 1.5%) YEAR 2 (minus external evaluator)	\$0	
TOTAL COSTS YEAR 2	\$245,037	

**BUDGET NARRATIVE
 PROGRAM YEAR 3**

Budget Details	Grant Request	(b)(4)
PERSONNEL		
1.0 FTE Program Director (Base Salary \$103,484) will provide administrative oversight of all program activities.		
1.0 FTE Program Coordinator; (Base Salary \$60,343) will coordinate all program activities, including the purchase of program equipment and supplies, overseeing the collection and compilation of program data, facilitating curriculum planning and development of units and preparing and submitting all program reports.	\$60,343	
0.50 FTE Health and PE Instructional Support Teacher; (Base Salary \$54,470) will provide job-embedded training and support for classroom and PE teachers to integrate instruction through a consistent and sequential Health/PE curriculum that utilizes “Health Smart” as a supplemental curriculum.	\$13,618	
Stipends for monthly Program Advisory Committee meetings with the program coordinator, an Elementary and a Secondary building administrator, student reps, parent reps, community partners (2 PE Teacher Reps, 1 Elementary Teacher, 1 Health Teacher and 1 Family and Consumer Sci. Teacher) (5 teaching staff + 2 Building Principals x \$18/hour x 2 hours per month x 12 months)		
Lifeguards for extended pool hours before and after school, summertime and weekends- (3 hours per day x 6 days per week x 45 weeks/year x \$10/hour)	\$7,000	
Stipends for Professional Development and Common Planning on Classroom Management to maximize students’ time spent engaged in moderate to vigorous Physical Activity, IST + 8 PE/Health Staff- (8 staff x \$18/hour x 48 hours/year)	\$6,912	
Stipends for before School Site-Based Joint Planning Time with project coordinator and IST (3 elementary PE staff, 4 secondary PE staff, 1 Health Teacher, 1 Family and Consumer Science Teacher)- (9 total staff x \$18/hour x 4 hours per month x 12 months)		
Stipends for quarterly Site-based Health Advisory Committee meetings with project director, project coordinator, IST, collaborating partners, student rep, parent rep,(1 PE , 1 School Nurse, 3 teachers) x 2 sites x 4 meetings/yr.- (6 staff x \$18/hour x 2 hours per quarter x 4 meetings per year)		
Before and After School Stipends for extended fitness room hours to provide students expanded opportunities for physical activity- (1 staff x \$18/hour x 3 hours/day x 5 days/week x 40 weeks)	\$10,800	
Before and After School Stipends for lifetime fitness activities,	\$28,800	

including water safety instruction, water sports indoor canoeing and kayaking instruction, ice skating, snowshoeing, geocaching and running clubs- (4 staff x \$18/hour x 2 hours/day x 5 days/week x 40 weeks)		(b)(4)
Weekend and School Vacation-time Stipends for day-long and overnight fitness activities, including canoe trips, hiking and wilderness camping- (5 staff x \$100/day x 3 days/yr. for camping and adventure-based learning)	\$1,500	
Subs for NYS AHPERD Conference (Program Coordinator, IST, 7 PE Teachers)- (7 subs x 4 days x \$100/day)	\$2,100	
Subs for AHPERD Mini-Conference (Program Coordinator, IST, 7 PE teachers)- (7 subs x 1 day x \$100/day)		
TOTAL PERSONNEL	\$131,073	
FRINGE BENEFITS		
Professional Staff Fringe Benefits to include: Social Security (\$12,325), Teacher Retirement (\$26,177), Health Insurance (\$25,702), Workers' Compensation (\$1,450), Unemployment Insurance (\$156)	\$50,981	
Support Staff Fringe Benefits to include: Social Security (\$620), NYS Employees Retirement (\$1,693) Workers' Compensation, (\$73)	\$2,062	
TOTAL FRINGE BENEFITS	\$53,043	
TRAVEL		
OSDFS National Conference (2 staff x 3 days)- (\$450 airfare x 2 staff) + (\$75/day meals x 2 staff x 3 days) + (\$200 hotel x 2 rooms x 3 nights) + \$150 transportation)	\$2,700	
NYS AHPERD State Conference (Verona, NY) - November - Project Coordinator, PE/Health IST, 7 PE teachers-(9 staff x \$175 registration) + (\$75/day meals x 9 staff x 3 days) + \$200/night lodging x 5 rooms x 3 nights) + (\$0.565/mile x 220 miles round-trip x 2 vehicles)	\$6,849	
NYS AHPERD Regional Mini-Conference (Rochester, NY) - March - Project Coordinator, PE IST, 7 PE teachers- (9 staff x \$100 registration) + (\$75/day meals x 9 staff x 1 day) + (\$0.565/mile x 200 miles round trip x 2 vehicles)	\$1,801	
Student Bus Transportation to Outdoor Venues for Saturday and Summertime Activities (Hiking, Camping, Ice Skating) (\$1.95/mile x 40 miles/trip average) + (\$26.98/hour x 4 hours for driver) x (17 trips)	\$3,160	
TOTAL TRAVEL	\$14,510	
EQUIPMENT		
TOTAL EQUIPMENT	\$0	
SUPPLIES		
<i>Apple-A-Day</i> ™ Individual <i>MY Plate</i> Food Servings and Physical Activity Trackers for grades K-3 - Includes Daily Tracker, Serving-size Cards and Lunchtime Check-off Notes (110 units x	\$3,300	

\$30/unit)		(b)(4)
Physical Education Program Supplies		
TOTAL SUPPLIES	\$3,300	
CONTRACTUAL		
External Evaluation		\$20,000
Licensed Instructor to provide Snorkeling and Scuba Diving PE Units- (\$140/3hr. visit x 5 visits/unit x 2 units) for Jr./Sr. High Students		\$1,400
Certified NYS Boater Safety Instructor- 15 hour course for High School PE instruction		\$800
Yoga Instructor- (6 weeks x 2 sessions/week x 2 units x \$30/session)		\$720
Genesee Valley Educational Partnership- Healthy Schools NY will provide technical assistance, onsite staff training, facilitate Student Empowerment activities and Identify resources for sustainability		
Village of Watkins Glen- Summer Physical Activity and Nutrition Education Program (SPANEP) for Program staff, Training and Supervision (16 hours training + 96 Hours of Program + 24 Hours of Preparation) x 12 counselors x \$11/hour = \$17,952 + benefits of \$3,048 = \$21,000; plus \$1,000 for program supplies and materials In-kind contribution includes: Snacks (120 participants x \$1/day x 24 program days) = \$2,880; plus (160 hours x \$25.60/hours) for the Director of Parks and Recreation to provide planning, hiring, training and supervision of staff = \$4,096; plus benefits of \$1,024 = \$5,120		\$22,000
Catholic Charities- Private Foundational Support for Gardening Supplies and Instruction		
Schuyler Hospital- Student Health Topics Seminars for PE Teachers and School Staff- (6 seminars x \$100/ea.)		
TOTAL CONTRACTUAL	\$44,920	
TOTAL DIRECT COSTS YEAR 3	\$246,846	
TOTAL INDIRECT COSTS (RATE OF 1.5%) YEAR 3 (minns external evaluator)	\$0	
TOTAL COSTS YEAR 3	\$246,846	
GRAND TOTAL COSTS	\$1,093,303	

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

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

Name of Institution/Organization

Watkins Glen Central School District

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	172,690.00	129,623.00	131,073.00			433,386.00
2. Fringe Benefits	75,429.00	52,684.00	53,043.00			181,156.00
3. Travel	14,610.00	14,510.00	14,510.00			43,630.00
4. Equipment	100,021.00	0.00	0.00			100,021.00
5. Supplies	182,065.00	3,300.00	3,300.00			188,665.00
6. Contractual	56,605.00	44,920.00	44,920.00			146,445.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	601,420.00	245,037.00	246,846.00			1,093,303.00
10. Indirect Costs*	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	601,420.00	245,037.00	246,846.00			1,093,303.00

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

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

1. Project Director:

Prefix: Mrs.	First Name: Nan	Middle Name:	Last Name: Woodworth-Shaw	Suffix:
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Address:

Street1:	303 12th Street
Street2:	
City:	Watkins Glen
County:	
State:	NY: New York
Zip Code:	14891
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
607-535-3254	607-535-3204

Email Address:
nwoodworthshaw@wgcsd.org

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

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