

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 # S215F130238

Grants.gov Tracking#: GRANT11379239

OMB No. , Expiration Date:

Closing Date: Apr 12, 2013

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
Attachment - 1 (1235-GEPA Statement)	e10
5. Grants.gov Lobbying Form	e11
6. ED Abstract Narrative Form	e12
Attachment - 1 (1234-QBY PEP Grant Abstract)	e13
7. Project Narrative Form	e15
Attachment - 1 (1241-QBY PEP Grant Narrative)	e16
8. Other Narrative Form	e41
Attachment - 1 (1237-APPENDICES A-I)	e42
Attachment - 2 (1238-Table of Contents)	e94
Attachment - 3 (1239-QBY PEP cover page)	e95
Attachment - 4 (1240-PEP Grant Signature Pages)	e96
9. Budget Narrative Form	e99
Attachment - 1 (1236-QBY budget narrative plus detail)	e100
10. Form ED_524_Budget_1_2-V1.2.pdf	e109
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e111

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <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: <input type="text" value="Queensbury Union Free School District"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="146001856"/>	* c. Organizational DUNS: <input type="text" value="0430555570000"/>	
d. Address:		
* Street1: <input type="text" value="429 Aviation Road"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Queensbury"/>	County/Parish: <input type="text" value="Warren County"/>	
* State: <input type="text" value="NY: New York"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="12804-2914"/>	
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: <input type="text" value="Mrs."/>	* First Name: <input type="text" value="Theresa"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Middleton"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Assistant Superintendent for Curriculum"/>	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="518-824-5612"/>	Fax Number: <input type="text" value="518-793-4476"/>	
* Email: <input type="text" value="tmiddleton@queensburyschool.org"/>		

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

X: Other (specify)

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

Public School District

*** 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:**

Queensbury On Track to Fitness

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Theresa Middleton</p>	<p>* TITLE</p> <p>Superintendent of Schools</p>
<p>* APPLICANT ORGANIZATION</p> <p>Queensbury Union Free School District</p>	<p>* DATE SUBMITTED</p> <p>04/12/2013</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Queensbury Union Free School District

* Street 1: 429 Aviation Road Street 2: _____

* City: Queensbury State: NY: New York Zip: 12804

Congressional District, if known: NY-020

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

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

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix: Dr. * First Name: Douglas Middle Name: _____

* Last Name: Huntley Suffix: _____

* Street 1: 429 Aviation Road Street 2: _____

* City: Queensbury State: NY: New York Zip: 12804

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

Prefix: Dr. * First Name: Douglas Middle Name: _____

* Last Name: Huntley Suffix: _____

* Street 1: 429 Aviation Road Street 2: _____

* City: Queensbury State: NY: New York Zip: 12804

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: Theresa Middleton

* Name: Prefix: Dr. * First Name: Douglas Middle Name: _____
* Last Name: Huntley Suffix: _____

Title: Superintendent Telephone No.: 518-824-5602 Date: 04/12/2013

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

PR/Award # S215F130238

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.

GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

Federal Forms: GEPA Statement

Historically, there are two prominent equity issues that relate to this grant proposal: gender and disability. Within the school district training on gender equity and diversity has been offered systematically over the past several years to all school district personnel.

The GEPA statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. All the programs strategies and curricula are inspected for these barriers, especially the barriers of gender and disability. To the extent that these population groups may be found to be underrepresented in a specific program, course, or activity, the district proactively seeks to eliminate any possible barriers to equal access and treatment. As described in the following, our plan of operation ensures that these and other possible barriers to equal access and treatment are eliminated for traditionally underrepresented groups and individuals.

Elimination of Possible Disability Barriers

We have a commitment to ensure equal access and treatment of students with disabilities, and every effort is made to ensure the elimination of possible disability barriers within the school programs, courses and activities. This strictly adheres to the provisions outlined in the Americans with Disabilities Act, as well as to the anti-discrimination policy that specifically states that no person shall be discriminated against due to a disability.

Elimination of Possible Gender Barriers

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

Elimination of Possible Racial Barriers

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

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

Queensbury Union Free School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

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

* Last Name: Buntley Suffix:

* Title: Superintendent of Schools

* SIGNATURE: Theresa Yiddleton

* DATE: 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:

Queensbury Union Free School District PEP Grant Abstract

Background: The “Queensbury on Track to Fitness” grant proposal is submitted by the Queensbury Union Free School District. The public school district serves 3,497 K-12 students housed in four separate buildings on one main campus. The project will serve all students in each of the four buildings. This project addresses the absolute priorities of instruction in healthy eating habits and good nutrition; development of and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle; and provides 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. This proposal also meets competitive preference priority 2 with agreements with required partners. All proposed activities meet the 7 design filters for Invitational priority 2.

The **objectives** of the project:

1. Make instruction in healthy eating habits and good nutrition a collaborative effort between school and community based organizations in order to provide sustainable change in students’ food choices. **Activities:**
 - a. The community resource of Cornell Cooperative Extension will offer their ‘Choose Health: Food, Fun and Fitness program to our students grade 3-6.
 - b. Whitson’s Culinary Group (district’s food service) will offer Food of the Month, a Safari character will visit the two K-5 cafeterias to encourage healthy eating and will offer food tastings to encourage students to try new foods.
 - c. Warren County Public Health will offer the Body Works program to all district families twice a year.

2. Development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle. **Activities:**

- a. Develop fitness centers in the middle and high schools to provide students variety and choice in their physical education programs.
 - b. Develop a Project Adventure Course on the district's campus that will also be supported and available to the Queensbury Town Recreation Department.
3. Increase the percentage of K-12 students meeting the state standards particularly in the area of time spent in physical education. **Activity:**
 - a. Hire a full-time physical education teacher to provide structured recess to students in K-5 and provide after school activities using the fitness centers and Project Adventure course.
4. Create a new web-based software system to track and monitor student success in their own individualized fitness plans. **Activity:**
 - a. Purchase the FITSTATS software program to develop and monitor individualized student physical activity and fitness plans.
5. Provide quality staff development to teachers. **Activity:**
 - a. Provide research based professional development for all physical education teachers which focuses on the lifelong improvement of fitness for all students using data tracking software and individualized instruction.

The proposed outcomes of the project are for the district to reduce the number of overweight and obese students from the current rate of 32%¹, to meet the number of weekly minutes for physical education, to improve overall fitness of all students, and to impact the community so that lifestyle changes become lifelong habits.

¹ Warren County Public Health's 2010-2013 Community Health Assessment

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](#)

“Queensbury on Track to Fitness” Project Narrative

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

Background: In this section, we will report on the significant gaps and weaknesses within the existing K-12 physical education (PE) program as measured by the School Health Index (SHI) and overall program weaknesses cited anecdotally by physical educators, school administrators, and students at large.

“Because the school PE program promotes physical activity, it holds an important key to influencing health and well-being across the life span.”

Leslie T. Lambert

This proposal represents a multi-agency community approach with these five goals: (1) Make instruction in healthy eating habits and good nutrition a collaborative effort in order to provide students and families the opportunity to increase their cognitive and behavioral skills associated with increasing their fruit and vegetable consumption. (2) Development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle. (3) Increase the percentage of K-12 students meeting the state standards particularly in the area of time spent in PE. (4) Create a new web-based software system to track and monitor student success in their own individualized fitness plans; and (5) Provide quality staff development to teachers. We have two conceptual projects that encompass the overall proposal:

1) **TUF (Track yoUr Fitness)** Based on the recent curriculum renewal for PE, it is apparent that our district does not meet the required New York State Standards for time spent in physical activity, nor does the district develop individualized physical activity and fitness plans for each student as noted in the School Health Index Survey (SHI) (see appendix for score cards) for each school. The grant project will provide students with options that they

can use to develop personal fitness plans that will allow them to continue with the plans after school hours.

2) **CHOICE (Choosing Healthy Options in Community Experiences):** This proposal seeks to help students develop personal plans that link their choices for nutrition and physical activity with lifelong healthy lifestyles that incorporate the options available to them in the school community and the wider community of the town of Queensbury that will help them feel better, work harder and find more success in all that they choose to do as students and into adulthood. The grant project will link community agencies with the school’s students and their families in order to make healthy lifestyle choices a family and community endeavor.

(1) Queensbury School Health Index (SHI) Results

The district-wide composite scores for the SHI were compiled by aggregating the results of the school-by-school assessments. This proved to be very effective in pinpointing the strengths and weaknesses within each of the four modules:

School Health Index Overall Score Card

Modules and Scores	0- 20%	21-40%	41-60%	61-80%	81-100%
#1 - School Health Policies & Environment					82%
#2 - Health Education					85%
#3 - PE and Other PA				70%	
#4 - Nutrition Services					83%

SHI Weaknesses: As seen above, all of the four modules scored in the top two tiers of this assessment. Although this score card may indicate a very strong program, the weaknesses can be seen in the actual scorecards themselves. One reason for the seemingly strong results is that our district has a five year curriculum renewal cycle and the PE and health curricula were renewed during the 2011-2012 school year. In Module 3, the areas that scored the weakest and continue to

provide the greatest challenge were in the area of minutes of PE per week (not in place or under development) and individualized physical activity and fitness plans (not in place). The first item on Module 3 of the School Health Index is minutes of PE per week. Clearly this is THE MOST IMPORTANT factor in a PE program. The Queensbury School District has struggled with meeting this requirement for many years.

One reason is because the Queensbury district has a very large K-3 elementary school with 969 students in 43 individual classrooms. There is one gymnasium and two classes can be taught simultaneously. The schedule only allows for two 35 minute PE periods per class per week. This is 80 minutes below the SHI of 150 minutes and 50 minutes below NY State Standards.

In the district's intermediate school (grades 4 and 5), there are 529 students in 23 individual classrooms. There is one gym and two classes are held simultaneously. The students receive 90 minutes of PE per week; once again falling short of the SHI standard by 60 minutes per week and 30 minutes by NY Standards. The district's middle school (grades 6-8) has 830 students who are on teams and have an 8 period schedule. There are two gymnasiums that hold two classes each simultaneously. The schedule allows students to have two or three 42 minute periods of PE per alternating weeks. This averages out to be 105 minutes per week or 84 minutes one week and 126 the opposite week which is still falling short of 225 minutes for secondary PE based on the SHI.

The high school (grades 9-12) has 1,166 students. There are two gymnasiums and two to five classes can be held in both gyms combined. The schedule has a four day rotation with four blocks of 81 minutes. PE is scheduled in one out of four blocks in the rotation. High school students receive 81 minutes of PE typically in one week with the most time being in weeks

where PE is on a Monday and then again on Friday bringing the minutes to 162 for the week. This is far short of the SHI of 225 minutes per week. New York Standards do not indicate a time requirement for PE of students in grades 7-12.

In Module 3, item 7 for elementary and item 8 for secondary is for students to have individualized physical activity and fitness plans. None of the schools have individualized physical activity and fitness plans in place for any of the students.

In Module 1, the area that scored the weakest was in access to physical activity facilities outside school hours (under development). Since our district's school facilities are used so widely by the school's athletic teams or outside organizations, there is limited availability for our own students to access these outside school hours.

The Queensbury School District believes that the lack of time spent in PE on a weekly basis and in physical activity on a daily basis is a significant issue that must be addressed in order to have any major impact on the students' overall fitness levels.

The District Health Advisory Committee has reviewed the district's overall health and PE program at three meetings during the 2012-2013 school year. A review of the research on best practices for combating childhood obesity and physical fitness has been completed. The District Health Advisory Committee (DHAC) consists of representatives of school administration, physical educators, classroom teachers, parents, students, and school nurses. In addition, the district has collaborated with community partners from Warren County Public Health, Cornell Cooperative Extension and Whitsons Culinary Group (the district's food service company). Members of the DHAC and the community partners collaborated to develop this grant proposal. See the appendix for partnership agreements.

“Queensbury on Track to Fitness”

PEP Grant Action Plan: With the School Health Index assessment of the current policies, and environment, PE and other physical activity programs, and nutrition services completed, the committee members carefully designed an initial “Action Plan” to have a direct impact on the identified weaknesses detailed in the self-assessment results.

The Five “Queensbury on Track to Fitness” Goals and Associated Projects

As mentioned previously in the proposed grant abstract, our PEP Grant will “enable a PE paradigm change” designed to achieve the following five goals and meet all three of New York State’s Health and PE Standards (see the appendix):

Goal #1: Make instruction in healthy eating habits and good nutrition a collaborative effort in order to provide students and families the opportunity to increase their cognitive and behavioral skills associated with increasing their fruit and vegetable consumption.

This goal was selected to meet the needs of students actually choosing to eat the foods served in the cafeterias as well as supporting families when they make food choices at home. It addresses the weakness of 32% of our student population being overweight or obese.

To address this goal, we will implement the following 5 actions:

1. The community resource of Cornell Cooperative Extension will offer their “Choose Health: Food, Fun and Fitness” CHFFF program to our students in grade 3 for each of three years. CHFFF targets those behaviors that research shows to be most important for preventing childhood obesity and chronic diseases such as heart disease and cancer. The curriculum supports the key messages of the 2010 Dietary Guidelines for Americans and includes: drink water instead of sugary drinks, switch to fat-free or low-fat milk, make half the plate fruits and vegetables, half whole grains, enjoy food but eat less and avoid oversized portions. All lessons in CHFFF include active games and opportunities to taste/prepare foods taking away ideas for healthy snacks and meals.

2. Whitson's Culinary Group for grades K-5 will offer a Food of the Month in the two cafeterias. A Safari Character will visit the cafeteria to encourage healthy eating, and they will offer food tastings to get students to try new fruits and vegetables
3. In grades 7 and 8 interested middle school students will be provided the opportunity to join a cooking club to learn the skills of cooking and good nutrition with the focus on increasing fruit and vegetable consumption. Middle school students will showcase taste tests after school and provide samples and recipes to health classes to bring home to families.
4. A special program will be offered by the district to high school senior students to learn how to plan and prepare healthy fruit and vegetable dense foods for successful transition to college or employment and independent living without weight gain.
5. Warren County Public Health will offer the "Body Works" program to all interested families in the community twice a year. The program uses a family centered approach to help parents teach and support healthy eating and physical activity habits in their children. It gives parents a collection of tools to promote positive interactions, behaviors and information sharing with their children. It provides interactive materials that parents can use to support the messages they are learning.

Goal #2: Development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle.

This goal was developed to provide students with a wide range of choices of activities in PE, to ensure active engagement throughout the time spent in PE class and to help students develop personal fitness plans. This is a weakness in our program as indicated on the SHI. In order to meet this goal, we will develop a program based on the PE 4 Life model which includes developing fitness rooms in both the middle and high schools, and will develop a Project Adventure course on district property. Both programs are described below:

1. Implement a program based on the PE4Life Model which is a nationally recognized model that meets the five components of the Comprehensive School Physical Activity Program. This action addresses the need to engage students in physical activity in each PE class by developing stations that will not allow students to have idle time. This also addresses the need for students to have choice in their activity and thereby increasing motivation for students to continue to engage in physical activity outside of the school day. In this program we will implement XerDance wireless DDR portable platforms, Sportwalls with over 150 training games and fitness drills, Student Fitness Centers with cardio vascular and strength training equipment (e.g., treadmills, virtual reality bikes, free weights, medicine balls, Smith Machines) at the middle and high schools. Through this effort, an age-appropriate selection of treadmills, bikes, elliptical trainers, fitness equipment, pedometers, as well as outdoor activities such as snow shoes, mountain bikes, cross country skis, and inline skates will be purchased. These activities have been shown to help create a new level of fitness and enjoyment for those students typically under-served by a traditional athlete-oriented PE program. All of the equipment purchased for the fitness rooms will be used after school with the newly hired PE teacher (see Goal 3 below) who will provide opportunities for students to engage in continued activity after school. This is ideal for middle school and high school students who are not on a sports team but want to continue with their fitness goals and meets the need indicated on the SHI for access to physical activity facilities outside of school hours.

2. Develop an outdoor Project Adventures course in year two of the grant. Our district is backed up to a large expanse of woods (98.42 acres) with a trail system that is used by students and the community for various outdoor activities. The Queensbury Town Recreation Department will offer after school, weekend, and summer programs using the Project Adventure Course. Both

activities meet all three of NY State Standards.

Goal #3: Increase the percentage of K-12 students meeting the state standards particularly in the area of time spent in PE

This goal addresses weaknesses found in the current K-12 PE program in which no program meets the time requirements at any grade level. This goal provides opportunities for students to access the fitness rooms and Project Adventure course outside school hours. These proposed activities meet all three of New York State PE Standards.

To address this goal, we will implement **a new program** as described below:

We will hire a PE teacher who will primarily be responsible for providing additional PE during recess times. This teacher will provide each K-5 elementary teacher's class with two additional 25 minute structured recess periods a week. The focus of the recess periods would be to expose students to a variety of age appropriate physical activities such as dance, cooperative games, sledding, exercise stations, and Project Adventure skills. The purpose would be to continue to expose students to activities that they might find interesting and would continue to pursue on their own. This structured recess time allows the K-5 students to meet the NY State Standards for time spent in PE.

This PE teacher would then provide the middle and high school students with after school activities, encouraging students who do not make the athletic teams to stay after school and make use of the Fitness Centers and/or outdoor activities such as mountain bike riding on the trails, cross country skiing, snow shoeing, walking, inline skating and the Project Adventure ropes course. Since the end times are staggered this teacher would be able to meet the needs of students in each building and would provide afterschool activities Monday through Thursday for at least 45 minutes.

The district would also develop specific clubs that would be advised by teachers in addition to the PE teacher for clubs that students have shown interest in, such as a walking club. Student interest surveys will be given out at the beginning of the year to determine which clubs the secondary students have an interest in for that year.

To encourage students to make use of the after school activities and improve their own personal fitness, each student will have a TUF (Track yoUr Fitness) chart. This would be kept online for each student using FITSTATS (see the next goal). The overall goals for secondary students is for them to be exposed to a variety of activities that they can do after school, at home or in the community and to increase the amount of time spent in physical activity on a daily and weekly basis. NY does not have standards for the amount of time spent in PE for secondary students.

The Queensbury Town Recreation Department will provide personnel and programs that will make use of the Project Adventure course after school hours, vacations and in the summer as described in the Program-Specific Assurances and Certifications section.

Goal #4: Create a new web-based software system to track and monitor student success in their own individualized fitness plans.

To address existing data-collection weaknesses in **individualized physical activity and fitness plans**, we will create a new web-based platform to track and monitor student achievement from the time students enter kindergarten and through high school. We will implement a district-wide student management system called the FITSTATS. This allows educators to track curriculum outcomes, daily physical activity, exercise minutes, exercise enjoyment, heart rate and nutrition. FITSTATS also has Youth Risk Behavior Surveys that will be used to track the GPRA data required for the PEP grant. This goal addresses all three New York State Standards.

PE teachers will be able to:

- Quickly and practically assess students in real time through individual handheld tablets,
- Create customized formative and summative assessments for students (i.e., Pedometer Tracker, Fitness Tracker, Skill Tracker modules),
- Transform an antiquated grading system based primarily on “dressing out” and student compliance into a data-driven, standards-based program as recommended by NASPE (National Association for Sport and PE) and other national PE organizations.

It will also enable students to track and monitor their own personal fitness plans and provide a greater level of transparency for parents (using a user ID and password protected website) to monitor student achievement in PE. Additionally, PE teachers will be able to:

- Create and share lesson plans based on the New York State Standards,
- Keep parents, students, teachers, principals and community partners informed on “real time” student achievement, and
- Monitor progress of Student Learning Objectives needed for Annual Professional Performance Reviews, create and share PowerPoint presentations (i.e., nutrition, weight management, and fitness lessons) and to store video clips of correctly performed skills and procedures.

Goal #5: Provide Quality Staff Development for Teachers

This goal will address the need to provide individualized PE programs that give students choice in their activities and provide less traditional activities than are currently offered in the current K-12 PE program. All PE teachers will be trained in the Project Adventure Course, the PE4Life equipment, the FITSTATS software program with **a minimum of 15 hours of annual staff development so that all PE teachers will be well-trained to implement the new activities.**

This will be done by coordinating the training on designated district-wide professional development days, using substitute teachers to bring teachers together on non-professional development days, and by providing one-on-one assistance as needed by the PEP Grant Manager or other specific trainers such as for Project Adventure. Additional information on specific staff development opportunities, designation of four Lead PE Teachers, and other PEP Grant personnel responsible for the coordination of activities will be described in other sections of this grant application.

Significance

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

The feedback from schools using the Sportwall systems is that these systems provide physical activity that promotes 100% participation by engaging children at an individual level to work side by side with other students at various levels. These activities “trick” the children into exercise and provide success for all ability levels.

Research has found that using the novel activity of Project Adventure along with cognitive weight management with adolescents resulted in an average weight loss of 10 pounds in a ten month period.¹

An article on Kaplan University’s website indicates, “A high quality physical education program in schools is a must to address the obesity issue. Offering a variety of activities that appeal to both high- and low-fitness levels is important; an assortment of individual, group, competitive, and noncompetitive activities will be more likely to help students find an activity they enjoy and will continue to perform beyond school hours. Other important factors to facilitate an increase in physical activity include:

¹*‘Adventure Therapy’ Combined with Cognitive-Behavioral Treatment for Overweight Adolescents* by E. Jelalian, et. al. *International Journal of Obesity* (2006) 30, 31–39

- Making sure schools have places for children to play actively.
- Offering access to programs that include cardiovascular exercise, weight training, and other forms of weight maintenance.
- Providing alternate options to fitness (walking up stairs, dancing to the radio, and other “non-sport” activities).
- Providing enough variety to meet a range of needs and make fitness fun.
- Providing access to both indoor and outdoor facilities and exercise classes before and after school hours.”²

All of the activities proposed meet the suggestions outlined above. The proposal is research based and the district and community partners are committed to the success of the proposal.

Quality of the Project Design

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

The proposed PEP Grant project has been designed to build capacity and yield results that will extend beyond the funded period. This has been accomplished by establishing buy-in and institutional commitment from every school administrator, community partner, the central office and the Board of Education. As mentioned before, the grant has support from both the Superintendent and the District Health Advisory Committee. We have also been able to secure the support of all of the principals who have pledged to provide at least \$2,000 during each of the first three years for anticipated future needs. The Director of Technology has included the replacement of tablets in his replacement cycle and his department will support the

² Childhood Obesity: What School Can do to Make a Difference by Ludmila Battista and Lisa Wright. http://helpingprofessions.kaplan.edu/articles/early_childhood/Childhood_Obesity_-_What_Schools_Can_Do_To_Make_A_Difference.html

implementation and continuance of the FITSTATS software program. The district will continue funding the additional PE teacher for the structured recess and after school activities beyond the grant period. Plans and solutions for continued upkeep, maintenance, and replacement of the purchased PEP Grant items as seen below:

How the Proposal Will Be Sustained	
Item:	Evidences of Continued Support:
(#1) Continued training for PE teachers	This will be addressed by using a “Lead PE Teacher” model. For example, any new PE teacher will be paired with one of the Lead PE veteran teachers to learn how to implement FITSTATS. New teachers will also need to have training in Project Adventure as well as on the equipment in the fitness centers.
(#2) Upkeep and replacement of PE equipment and supplies	Each principal has agreed to maintain the PE equipment and supplies. A “Principal’s Agreement Letter” is shown in the appendix. Additionally, our Central Office will put any technology purchases (i.e., Chromebooks) on the school district’s technology replacement plan. When the grant-funding period is over, we will be able to sustain these items.
(#3) Upkeep and maintenance of fitness equipment	Manufacturers of the products have demonstrated a 10+ year lifespan. For electronic-based items, an extended warranty will be provided by the manufacturer based on the total amount of equipment purchased. Replacement of treadmill belts, annual inspections, and other associated costs will be put into the each school’s annual budget.
(#4) Upkeep of FITSTATS	As a web-based product, there will be no additional costs for this item other than annual hosting fees of less than \$2,400 a year. This will be included in the school district’s technology budget each year. All upgrades and enhancements to this item will be purchased as they become available for this product.
(#5) Upkeep and continuation of the Partnership Programs	We are fortunate to have the long-term commitment from our community partners. Each partner has signed a partner agreement that has been placed in the appendix to demonstrate how this program will be supported.

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

The town of Queensbury does not have a town center which results in the school campus being the main hub of the town. The campus and its surrounding woods have been the main area for community activity for many years. Our school buildings are used by our town's recreation department as well as other outside organizations such as club sports teams, Little League, dance groups, sports tournaments, swimming lessons, etc. Individuals also use the district's trails for skiing and hiking and use the playgrounds for children to play on after school hours and on weekends.

Even with the continuous use of the buildings and campus grounds, our school district has 32% of students who are overweight (15%) or obese (17%).³ As a district, we are not meeting the needs of a third of our student population. The obesity epidemic costs communities in healthcare costs. In 2009, New York State Comptroller, Thomas DiNapoli, estimated that childhood obesity costs the state \$242 million in public and private medical expenses a year. "PE means better health for kids and less money spent on medical expenses."⁴ In addition, none of the districts' students are meeting the benchmark of minutes in PE as indicated on the School Health Index.

The Queensbury School District and the Town of Queensbury's Recreation Department have had a strong collaboration for many years. The Town has supported many after school programs for our students and this grant proposal supports the collaboration between the district and the town. Both parties believe that in order to make a significant and sustainable difference in the health and fitness of our students and families, there must be efforts made to impact the whole

³Warren County Public Health's 2010-2013 Community Health Assessment

⁴*DiNapoli: Elementary School Students are Not Getting Required PE.* News from the Office of the New York State Comptroller. December 11, 2009.

community. Students must be able to take what they have learned in school and apply it outside of school.

One area on the School Health Index in Module 3 is individualized physical activity and fitness plans. Our district does not have this in place. The Queensbury School District believes that individual physical activity and fitness plans require the students to have exposure to a variety of activities within the PE class other than the traditional athlete-oriented program. At the high school level, students have some choice in what activities they can participate in during their PE classes throughout the year. The choices are limited and these choices are not available at any other level.

Research has found that giving students choices in their physical fitness activities increased the participation in the variety of fitness activities that the students became interested in.⁵ Evaluating a PE program with the SHI and review of state standards does not ensure that students are achieving the goal of lifelong fitness. Many of the traditional practices continue at Queensbury. One size fits all games and sports for large groups focus more on keeping students busy rather than on increasing student learning about fitness. Oftentimes, students have to wait for their turns or they can “hide” in the group and not even break a sweat. These practices lead students to loathe PE class and in turn physical activity in general. Leslie Lambert writes in “The New Physical Education” that PE content selection affects participation in lifetime activities. She recommends individual or dual activities such as golf, walking and inline skating. Lambert also recommends cooperative activities, and outdoor adventure activities. She states that “teachers

⁵ *“Increasing Student Physical Fitness Through Increased Choice of Fitness Activities and Student Designed Fitness Activities for Ninth Through Twelfth Graders in PE Class”* By Margo Jacob, St. Xavier University, 2011

should provide students with activity choices.”⁶ This grant proposal strives to provide students with additional time daily to engage in a variety of physical activity choices that will have lifelong affects on motivating students to be physically fit.

Paired with physical fitness is healthy eating. The Healthy Hunger-Free Kids Act of 2010 has required food service companies in schools to offer more fruits and vegetables. This alone will not get students to eat these foods on a daily basis. Efforts must be made to influence students to try new fruits and vegetables. Our district is working closely with our food service company, Whitsons Culinary Group, to help students make good food choices and try to eat the foods they are served.

Unfortunately few children can influence what they are served to eat at home. That is why this grant proposal stresses the use of community hased programs that educate the whole family such as Body Works and Choose Health, Fun and Fitness. Research has shown that children are 35% less likely to engage in disordered eating, 24% more likely to eat healthier foods, and 12% less likely to be overweight if they engage in family meals at least three times per week.⁷

Quality of the Project Design

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

The glaring need for the Queensbury District, which has been an issue for many years, is to find appropriate ways to meet the time requirement for PE. This requires an exceptional program that provides services to students during recess (K-5) and after school (6-12). This exceptional program provides students with unique experiences like a Project Adventure Course, fitness rooms, cooking experiences, and unique experiences in the cafeteria. It is not enough to meet the standards if the amount of time is insufficient to provide any real long lasting benefit. This grant

⁶ “*The New Physical Education,*” by Leslie Lambert, *Educational Leadership*, March 2000

⁷ “*Parenting in Context: Do Family Meals Really Make a Difference?*” By Eliza Cook and Rachel Dunifon, Cornell Cooperative Extension, 2012

proposal seeks to address this ongoing issue. The project is exceptional in that its focus is on meeting individual needs of students. It provides students with choice and it strives to make the learning lead to lifelong healthy habits. Most traditional PE programs are focused on the student athlete. These are the students who are self-motivated and meet fitness standards easily. These are not the students who are part of the 32% who are overweight or obese in our schools. In order to meet the needs of all students from the student athlete to the sedentary obese student, we need an individualized program that gives students choice, helps them with their own fitness plans, and makes being healthy a way of life.

Integration of PEP Policy Requirements

The Queensbury School District's Board of Education had adopted a Wellness Policy on June 12, 2006. It was last revised on April 2, 2012. All PEP grant policy requirements are included in this Wellness Policy as seen below:

- **Requirement 2- Nutrition and Physical Activity Related Policies:**

The Wellness Policy has a section titled Physical Activity and another one Titled Physical Activity Goals. The areas of focus are for students to develop the knowledge and skills necessary to perform a variety of physical activity and to appreciate physical activity as part of a healthy lifestyle. The goals focus on including the staff, families and community in supporting healthy active lifestyles.

- **Requirement 3 – Local Wellness Policies:**

The Wellness Policy also addresses Nutrition Education. The policy meets all the requirements of the Child Nutrition Act of 1966 as well as the Healthy Hunger-Free Kids Act of 2010.

- **Requirement 4 – Related Federal, State, and Local Initiatives:**

The Queensbury School District is not implementing the CDC's Coordinated School Health Program nor does it receive funding under the USDA's Team Nutrition Training Grant. The district uses the New York State Standards in health to develop its health program. There are community resource opportunities that the district will take advantage of in the way of our district's food service company, Warren County Public Health, Cornell Cooperative Extension, and the Queensbury Town Recreation Department. These agencies will primarily support the nutrition components of this grant with the exception of the Town Recreation Department which supports the fitness portion of the grant proposal.

- **Requirement 5 – Updates to PE and Nutrition Instruction Curricula:**

The PECAT assessment has not been done at this point. Our district will conduct a baseline in the fall of 2013 to establish the current status of the PE curriculum. An improvement plan will be developed that will align the curricular needs with the PEP grant proposal. The focus of the curricular updates will be on making PE more individualized and meet the time requirements. This grant proposal does not propose changing the current health curriculum, but instead the proposal is to enhance the out of classroom experiences students get in relation to food choices.

- **Requirement 7–Increasing Transparency and Accountability:**

With the FITSTATS platform, parents and students can view progress as needed. The aggregate-level data will be accessible to the public on "Queensbury's PEP Grant Website." Teachers will use the same data gathered for each student as part of their Annual Professional Performance Review in the area of student growth and student achievement. The composite scores and ratings for teachers are public knowledge and

provide the highest degree of transparency and accountability possible.

For this grant, we will track and monitor the associated School Health and Safety Policies, Health Education Policies, PE and Physical Activity Policies, and Nutrition Services Policies in the SHI.

Adequacy of Resources

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

The cost for supporting our district's nutrition goal is negligible but the results can be far reaching. As research has shown, involving the family makes a tremendous difference in changing eating habits and preventing obesity. This is done through our community based partnerships.

In order for our district to develop individual fitness plans and increase the number of minutes our students are engaged in PE and physical activity, we must purchase materials and hire additional personnel. The upfront costs are quite reasonable when considering the healthcare costs of one third of our student population (1,166 students) who are overweight or obese. The total cost for this grant proposal including federal funds and district in-kind funding, is \$1,606,646. Since we are targeting all of our student population (3,497) the cost per pupil is \$459. The per pupil cost decreases significantly once the equipment and supplies are purchased. In relation to the anticipated outcomes the costs are quite reasonable.

We anticipate that by the end of the grant period, we will see at least 75% of our students having individual PE plans that they will develop in kindergarten and keep with them until they graduate. We expect that students will be more motivated to continue with the fun activities they engage in during PE after school hours and will have improved scores on the GPRA areas. We know that this project will be sustained after the three year grant period and the activities will be supported by the Town Recreation Department, Public Health, and our school district well into

the future.

Quality of the Management Plan

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

To create the level of internal support to effectively manage and achieve the objectives of the proposed project in a timely manner, a full-time PEP Grant Program Manager, a part-time secretary (.4 FTE), and a part-time Technology Specialist (.4 FTE) will be hired. See the appendix for job descriptions. To provide oversight to these individuals, we will form a Grant Management Team (GMT) that will include Scott Stuart (Supervising Administrator), the PEP grant staff, and representation from each school’s administration. The following timeline (based on long conversations with other PEP Grantees) will be used:

Queensbury Proposal Timeline

Month	Planned Activities	Responsible
Pre- Oct, Year 1 Plans	<p>UPON NOTIFICATION OF THE GRANT AWARD, IF PRIOR TO OCTOBER 1, 2013 - the following activities will take after meeting with the Community Partnership members:</p> <p>(1) Post job description and vacancy announcement for Grant Program Manager (GPM), secretary, technology specialist and lead PE teachers as approved by Office of Human Resources. (2) Arrange tentative schedule of needed training sessions, locations, etc. (3) Contract for project evaluation by putting out an RFP. (Please see the “Quality of the Project Evaluation” section for additional details) (4) Ask principals for copies of latest PE inventory list for anticipated purchases. (5) Hire Grant Project Manager, secretary, four lead PE teachers and technology specialist (6) Purchase necessary items (i.e., computer, printer, office supplies) for anticipated Grant Project Manager and provide job orientation when hired. (7) Schedule meetings for Grant Management Team (GMT) (8) Conduct the PECAT assessments for baseline data.</p>	Scott Stuart, Grant Management Team (GMT)
Oct, Year 1	<p>(1) Host principals and Central Office meeting to review all PEP Grant activities with key leadership (2) Orientation for all PE teachers during the first scheduled Staff Development Day. This will provide an overview to fitness centers, Sportwalls and FITSTATS (3) Determine additional equipment needs school-by-school and order equipment.</p>	Scott Stuart, GPM, GMT

Month	Planned Activities	Responsible
Nov - January Year 1	(1) On-going staff development for all PE teachers (2) On-going oversight on all grant equipment purchases to ensure equipment is placed in all schools as soon as possible. (3) On-going communication between principals and PEP Grant staff (4) Collection of required baseline GPRA data by the end of September and 3 additional times (at end of each 10 weeks). (Note: Most of these activities will repeat annually).	Scott Stuart, GPM, GMT, Grant Evaluator
Feb-My Year 1	(1) On-going communication between PEP Grant Manager and principals. (2) Onsite visits on a weekly basis by GPM. (3) Collection of required GPRA data at the end of each 10 weeks.	GPM, GMT
June	Completion of Year 1 final report	Evaluator
June- July, Year 1	Advance planning for all Year 2 activities and required PE equipment. Due to the nature of the proposed grant activities, many of Year 2 activities are re-occurring from July's Year 1 activities (i.e., contracts for evaluation, the 4 Lead PE teachers, purchasing of Project Adventure package and training.	GPM, GMT

Carol M. White PEP Grant Timeline Years 2 and 3

Period	Planned Activities	Responsible
August, Years 2 and 3	(1) Host principals and Central Office meeting to update all PEP Grant activities with key leadership. (2) Update for all PE teachers during the first scheduled Staff Development Day. To include: (A) Provide progress-to-date. (B) As needed, additional working sessions to review data. Update (C) PECAT assessment and modify curriculum maps for the following school year.	Scott Stuart, GPM GMT
Sept - January Years 2 and 3	(1) On-going support for all PE teachers trained in Year 1 and training for all new teachers including new training in Project Adventure Course (2) On-going oversight on all grant equipment purchases to ensure equipment is placed in all schools as soon as possible. (3) On-going communication between all parties (4) Collection of required GPRA data.	Scott Stuart, GPM, GMT, Evaluator
Feb-June Years 2, 3	(1) On-going communication between all parties (2) Collection of required GPRA data at the end of each 10 weeks.	GPM, Evaluator
June, Y 2, 3	(1) Completion of yearly report to Office of Safe & Drug-Free Schools	Evaluator
July, Years 2 and 3	Advance planning for all Year 2/3 activities and required PE equipment. Due to the nature of the proposed grant activities, many of the yearly activities are re-occurring (i.e., contracts for evaluation, purchasing PE equipment, etc.)	Scott Stuart, GPM, GMT

Note: For more detailed information on Years 2 and 3, please see the appendix.

Quality of the Project Evaluation

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

As seen in the **Quality of the Project Design** section, our proposal has five major goals with associated objectives, as well as year-by-year benchmarks to assess achievement. Incorporated into the plan of work for the project evaluation are the three required federal GPRA (Government Performance and Results Act) measures for elementary and secondary students.

Measure One: The percentage of students who engage in 60 minutes of daily physical activity. Grantees must use pedometers for students in grades K-12 and an additional 3-Day Physical Activity Recall (3DPAR) instrument to collect data on students in grades 5-12.

Measure Two: The percentage of students who meet the standard of a healthy fitness zone. Grantees will use the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment.

Measure Three: The percentage of students served by the grant that consumed fruit two or more times per day and vegetables three or more times per day. Programs serving high school students are required to use the nutrition-related questions from the Youth Risk Behavior Survey at the high school level, the Day in the Life Questionnaire will be used for the K-5 levels (see appendix), and the NCI by Meal Screener will be used for grades 6-8 (see appendix) to determine the number of students who meet these goals.

The following is a description of the objectives, method/process for collecting data. Baseline data will be gathered upon award of the grant.

Carol M. White PEP Grant Evaluation Plan of Work

1.1 (GPRA) School students will achieve 60 minutes of physical activity on a daily basis as measured by pedometer and a physical activity recall survey.

Data source/instrument and Verification Process	Timeline/Benchmarks & Other Criteria
<p>Frequency and Data Source: At the beginning of each school year, students will be assessed using the required GPRA assessments (3DPAR survey) and monitored at the end of each ten weeks for improvement. Additional physical activity data will be gathered using pedometers as directed by the PE teachers and reported to the Principals. Verified by grant evaluator.</p>	<p>Year 1: Data will increase by at least 5%. Year 2: Data will increase by at least 10% over baseline. Year 3: Data will increase by at least 15% over baseline. This will include at least a 5% annual increase on fruit and vegetable intake at all grade levels.</p>

2.1 (GPRA) School students will improve healthy nutritional behaviors regarding fruit and vegetable consumption.	
Frequency and Data Source: 2.1.1 At the beginning of each school year, students will be assessed on healthy eating habits as described by the GPRA requirements using the assessment tools notes above. Additional data will be collected at the end of each 10 weeks as directed by the PE teachers and reported to the Principals. Verified by independent on-site visits by grant evaluator.	Year 1: Data will increase by at least 5% over baseline. Year 2: Data will increase by at least 10% over baseline. Year 3: Data will increase by at least 15% over baseline. This will include at least a 5% annual increases on cardiovascular fitness at all grade levels.
3.1 (GPRA) School students will meet the standard of a healthy fitness zone.	
Frequency and Data Source: 3.1.1 At the beginning of each school year, students will be assessed using the Presidential Youth Fitness Program. Additional data will be collected at the end of each 10 weeks as measure by PE teachers. Verified by independent on-site visits by grant evaluator.	Year 1: Baseline data will increase by 5% Year 2: Baseline data will increase by 10% Year 3: Baseline data will increase by 15%
4.1 Increase the baseline SHI modules #1, #2 and #3 score.	
Frequency and Data Source: 4.1.1 Based on baseline data of the SHI Modules #1, #2 and #3, these scores will increase on an annual basis. Verified by independent on-site visits by grant evaluator.	Year 1: SHI will increase by 5 points per module Year 2: SHI will increase by 10points per module Year 3: SHI will increase by at least 15 points/module
5.1Increase the baseline PECAT scores.	
Frequency and Data Source: 5.1.1 Based on baseline data of the PECAT, these scores will increase on an annual basis. Verified by independent on-site visits by grant evaluator.	Year 1: Baseline data of PECAT will increase 10 % points Year 2: Baseline data of PECAT will increase 20% points Year 3: Baseline data of PECAT will increase 25% points
6.1Increase the Percentage of Students Meeting State Standards	
Frequency and Data Source: 6.1.1 Based on the need to for increased time in PE, the number of students meeting the time requirement will increase each year. Verified by visits by grant evaluator.	Year 1: At least 50% of students will meet the NY State Standards as far as time in PE Year 2: At least 75% of students will meet the NY State Standards as far as time in PE Year 3: At least 85% of students will meet the NY State Standards as far as time in PE
7.1Increase the number of students who have individualized physical activity and fitness plans	
Frequency and Data Source:	Year 1: By the end of Year 1, at least

<p>7.1.1 Based on the fact that no students have individualized fitness plans, the number of students who have plans will increase each year as verified by the independent grant evaluator.</p>	<p>25% of students will have individualized plans. Year 2: By the end of Year 2, at least 50% of students will have individualized plans. Year 3: By the end of Year 3, at least 75% of students will have individualized plans.</p>
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Quarterly Feedback Loop: As seen in the previous tables and in the Quality of Design section, all school staff parties (i.e., principals, teachers, and school district staff) are involved in the data collection process. We will direct the third party PEP Grant evaluator to take each of the annual benchmarks and further divided them into 10-week trending scores for a continuous feedback loop to the PEP staff, PE teachers, and Lead PE Teachers to help guide needed adjustments (i.e., need for on-site assistance).

Sharing of 10-Week Data Results: The data will be shared with the PEP Grant staff, the Grant Management Team members, Community Partners, and others on a regular basis. For example, we will:

- Schedule a half-day meeting each 10 weeks with PEP Grant staff, Community Partners, key Central Office leadership, the Board of Education and the Grant Management Team to review quarterly progress;
- Provide updates at monthly Principals’ Meetings and at School PTA meetings;
- Have the Lead PE Teachers facilitate “PE teacher Professional Learning Communities” on the data collection process to determine more effective ways to streamline this process; and
- Provide updates via the PEP Grant website, school newsletters, and press releases.

Rich Data Reporting: In order to continuously respond to the needs of the schools and our community partners, the data collected will be analyzed on an ongoing basis. The evaluator will

also provide school-by-school comparisons, grade level trends (i.e., analyze 7th grade data versus 8th grade) and disaggregate the data by gender, ethnicity, and free and/or reduced lunch to the greatest extent as possible.

Tracking Academic Achievement: The data will track correlations in academic achievement and other factors through the support of school district staff.

Professional Evaluation: To ensure that the evaluation is conducted in a professional manner with an adequate level of funding, approximately 5% of the grant funds will be allocated for this purpose. The district will put out a request for proposals in order to hire an evaluator. The expectation is that the evaluator will:

- Establish early benchmark indicators;
- Start the evaluation procedure at the beginning of the Grant period; and
- Assist with establishing a firm foundation with all district staff as to the importance of the data collection process.

This grant proposal meets the absolute priority, the second competitive preference priority, and all seven design filters of invitational priority one:

Strive for universal access: all students are included

Range of appropriate activities: A variety of highly motivating activities are proposed.

Guidelines on dosage and duration: The proposal directly addresses this time issue.

Engaging and fun: Research based programs proposed that are fun and engaging.

Led by well-trained coaches and mentors: Professional development is a goal.

Track progress individually and group: FITSTATS does this.

Provide consistent motivation and incentives: The individual fitness plans are self-motivating and rewarding.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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APPENDIX A SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**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.

63	32	0	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.

95

MODULE SCORE =
(Total Points / 114) X 100

83%

SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL

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

Instructions

3. 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.
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
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

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

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

72	26	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 (123) by subtracting 3 for each question eliminated).

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

100

MODULE SCORE =
(Total Points / 123) X 100

81%

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

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).

12	18	2	0
TOTAL POINTS: Add the four sums above and enter the total to the right.			
32			
MODULE SCORE = (Total Points / 45) X 100			
71%			

SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL

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.

(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).

48	2	0	0
<p>TOTAL POINTS: Add the four sums above and enter the total to the right.</p>			
50			
<p>MODULE SCORE = (Total Points / 51) X 100</p>			
98%			

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

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	3	2	1	0
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.

21	12	1	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
63%

MODULE SCORE =
(Total Points / 54) X 100

SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL

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.

30	16	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 (63) by subtracting 3 for each question eliminated).

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

48

MODULE SCORE =
(Total Points / 63) X 100

76%

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

Module 4: Nutrition Services

Score Card

(photocopy before using)

Instructions

1. 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.
2. Circle the most appropriate score for each item.
3. 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

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

34	4	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 (36) by subtracting 3 for each question eliminated).

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

30

MODULE SCORE =
(Total Points / 36) X 100

83%

SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL

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 Development	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).

27	2	2	0
TOTAL POINTS: Add the four sums above and enter the total to the right.			
31			
MODULE SCORE = (Total Points / 36) X 100			
83%			



Curriculum and Instruction

APPENDIX B**Physical Education****Physical Education Learning Standards****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.

Standard 2 - A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3 - Resource Management

Students will understand and be able to manage their personal and community resources.

Alternate Assessment Standards for Students with Severe Disabilities

- Standard 1
- Standard 2
- Standard 3

(b)(6)

-
- 1997 - Present Director of Health, Physical Education and Athletics- Queensbury UFSD
- Responsible for oversight and administration of 70 interscholastic teams including budgeting, hiring, and supervisory staff of 86 Coaches, scheduling events and officials, and arranging transportation
 - Responsible for hiring, supervising and evaluating physical education and health education staff of 15
 - Responsible for scheduling facility use for District use and outside groups
 - Liaison between District and Town of Queensbury Recreation Department
- Related Experiences:
- NYSPHSAA Ice Hockey State Chairman
 - NYSPHSAA Section 2 Ice Hockey Chairman
 - NYSPHSAA Chapter 2 Representative
 - Foothills Council Treasurer
- 1996-1997 Assistant Principal - Warrensburg Jr/Sr High School
- 1991-1996 Physical Education Instructor - North Warren Middle School

EDUCATION AND CERTIFICATIONS

New York State Certificate as School Administrator/Supervisor (SAS)

CAGS Program in Educational Administration - Castleton State College, Castleton, VT

Master of Science in Education - 1979 Physical Education K-12
S.U.N.Y. Cortland, Cortland, NY

Bachelor of Science - 1976 Physical Education
University of Massachusetts, Amherst, MA

APPENDIX D

PROGRAM SPECIFIC ASSURANCE

Agency Name: Queensbury Union Free School District DUNS # 0430555570000

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

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

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

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

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

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

Coordinated School Health Program

Team Nutrition Training Grant

Recovery Act Communities Putting Prevention to Work – Community Initiative

Others not listed here

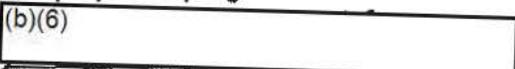
We do not have any ongoing initiatives at this time in our community but will coordinate with any that may be initiated during the program period.

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

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

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

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

(b)(6)

Signature of Authorized Representative

Superintendent of Schools
Title

Queensbury Union Free School District
Applicant Organization

April 12, 2013
Date Submitted

APPENDIX E LEA PARTNER AGREEMENT FORM
Competitive Preference Priority #2

Agency Name: Queensbury Union Free School District (USFD)

DUNS # 0430555570000

Page 1 of 5 (LEA Partner)

LEA Authorized Representative Name: Scott Stuart, Director of Health, Athletics and Physical Education who will be the Grant Program Supervising Administrator

Roles and Responsibilities: The Queensbury UFSD will serve as the lead agency for the "Queensbury On Track To Fitness" grant. In assuming this role, the school district will coordinate and implement all facets of the PEP grant activities including:

- Program Implementation
- Data Collection and reporting to all constituents
- Fiscal Management (all bids and procurement of all equipment and supplies)
- Placement of Personnel (PEP Grant Manager, secretary, Lead Teachers)
- Supervision and evaluation of Personnel related to the PEP grant
- Coordination and oversight of Community Partnerships

Contribution to the Project and Sustainability: As the lead agency, the district agrees to perform all stated activities and responsibilities as stated in the "Queensbury on Track to Fitness" grant proposal.

Signature of LEA Authorized Representative: _____

(b)(6)

Dated: 4/11/13

CBO PARTNER AGREEMENT FORM
Competitive Preference Priority #2

Agency Name: Queensbury Union Free School District (USFD)

DUNS # 0430555570000

Page 2 of 5 (CBO Partner)

CBO Name: Carl Cedron, Cornell Cooperative Extension Board President

Roles and Responsibilities: The Queensbury UFSD will serve as the lead agency for the "Queensbury On Track To Fitness" grant. This includes working with town and county organizations and agencies to develop an annual student-parent outreach program targeted to increase sound nutritional habits and physical activity levels across the school district. In assuming this role, the school district will coordinate and implement the following activities with Cornell Cooperative Extension:

An employee of Cornell Cooperative Extension will offer the "Choose Health: Food, Fun and Fitness" Program to students in grades 3 for each of the three years of the grant. Therefore by the end of the grant third through fifth grade students will have experienced the program. The School District will provide all copying and distributing of the information to the community to recruit participants. The district will provide the space, food and materials needed to hold the program on campus. The district will pay the hourly rate of the educator and Cornell Cooperative extension will pay for mileage, benefits, and any salary for time spent in preparation. The expectation is that the district would incur approximately \$3,500 in expenses per grade level served for each of the three years.

Contribution to the Project and Sustainability: Cornell Cooperative Extension will continue to work collaboratively with the Queensbury School District beyond the three year grant program to provide programs to students and families which are aimed at increasing consumption of fruits and vegetables, low fat dairy, and whole grains in the diet as well as replacing sweetened drinks, reducing screen time, and eating fewer high fat and high sugar foods.

(b)(6)

Signature of CBO Authorized Representative:

PRESIDENT BOD

Dated: 4-11-2013

PUBLIC HEALTH PARTNER AGREEMENT FORM

Competitive Preference Priority #2

Agency Name: Queensbury Union Free School District (USFD)

DUNS # 0430555570000

Page 3 of 5 (Public Health Partner)

CBO Name: Dan Durkee, Senior Health Educator, Warren County

Roles and Responsibilities: The Queensbury UFSD will serve as the lead agency for the "Queensbury On Track To Fitness" grant. This includes working with town and county organizations and agencies to develop an annual student-parent outreach program targeted to increase sound nutritional habits and physical activity levels across the school district. In assuming this role, the school district will coordinate and implement the following activities with Cornell Cooperative Extension:

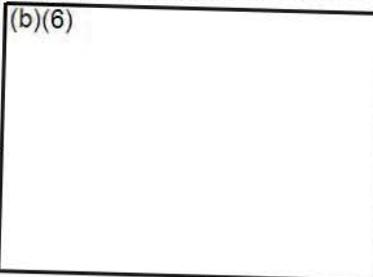
Dan Durkee, through Warren County Public Health will offer the "Bodyworks" Program to families in the Queensbury School Community. The School District will provide all copying and distributing of the information to the community to recruit participants. The district will provide the space, food and materials needed to hold the program on campus.

Contribution to the Project and Sustainability: Warren County Public Health will continue to work collaboratively with the Queensbury School District beyond the three year grant program to provide programs to students and families which are aimed at increasing consumption of fruits and vegetables, and to help parents/caregivers teach and support healthy eating and physical activity habits in their children.

Signature of Public Health Authorized Representative:

Dated: 4/11/2013

(b)(6)



*Sr. Health Educator
Director Health Services*

LEA FOOD SERVICE PARTNER AGREEMENT FORM
Competitive Preference Priority #2

Agency Name: Queensbury Union Free School District (USFD)

DUNS # 0430555570000

Page 4 of 5 (Food Service Partner)

CBO Name: Rich Hollander, Director of Food Services

Roles and Responsibilities: The Queensbury UFSD will serve as the lead agency for the "Queensbury On Track To Fitness" grant. This includes working with town and county organizations and agencies to develop an annual student-parent outreach program targeted to increase sound nutritional habits and physical activity levels across the school district. In assuming this role, the school district will coordinate and implement the following activities with Cornell Cooperative Extension:

Rich Hollander, through Whitsons Culinary Group will offer a "Food of the Month" in the two elementary cafeterias. In addition a Safari Character will visit the same cafeterias to encourage healthy eating and they will hold food tastings to get students to try new fruits and vegetables

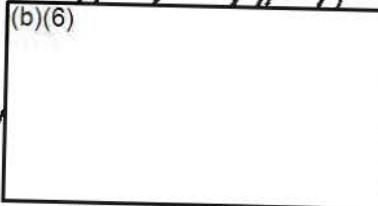
The School District will provide all copying and distributing of the information to the community to publicize the activities including taking pictures for the district website and posting information on the website and Facebook.

Contribution to the Project and Sustainability: Whitsons Culinary Group will continue to work collaboratively with the Queensbury School District beyond the three year grant program to provide programs to students and which are aimed at increasing consumption of fruits and vegetables, whole grains and low fat dairy products in accordance with all laws and regulations in the Healthy, Hunger-Free Kids Act of 2010.

Signature of Food Service Authorized Representative:

Dated: 4/10/13

(b)(6)

A rectangular box with a black border, containing the text "(b)(6)" in the top left corner. A horizontal line extends from the right side of the box.

HEAD OF LOCAL GOVERNMENT PARTNER AGREEMENT FORM
Competitive Preference Priority #2

Agency Name: Queensbury Union Free School District (USFD)

DUNS # 0430555570000

Page 5 of 5 (Head of Local Government)

Head of Local Government: Town of Queensbury - Steve Lovering-Director of Parks and Recreation

Roles and Responsibilities: The Queensbury UFSD will serve as the lead agency for the "Queensbury On Track To Fitness" grant. This includes working with town and county organizations and agencies to develop an annual student-parent outreach program targeted to increase sound nutritional habits and physical activity levels across the school district. In assuming this role, the school district will coordinate and implement the following activities:

- o Advancing and promoting activities so as to increase the fitness and nutrition levels of all community members that are impacted by the "Queensbury On Track To Fitness" PEP Grant proposal;
- o Use the Town's office to energize and encourage greater coordination of planning and services among all county resources towards the childhood obesity epidemic at the local and state levels;
- o The town will promote a variety of fitness activities through the use of the Project Adventure Course to establish increased physical fitness levels for community members after school hours including summer programming.
- o The town will assist the Queensbury UFSD to establish greater reach to underserved parents and families;
- o The town will seek and participate in possible future grant opportunities related to sustainability after Year 3 of the proposed PEP Grant;

Contribution to the Project and Sustainability: In addition to the activities and continued support of the activities listed above, when the PEP Grant is over, we will participate as an active member in the school district's ongoing efforts to combat childhood obesity by offering a variety of recreational opportunities for students and families of the community. This agreement is in support of the "Queensbury On Track To Fitness" PEP Grant project and was developed after timely and meaningful consultation between the Town of Queensbury Recreation Department and the Queensbury UFSD. (b)(6)

Signature of Town of Queensbury Authorized Representative: _____

(b)(6)

Dated: 4/11/13

Director of Parks & Recreation

Appendix F: PEP Grant Technical Specialist Qualifications

Position Summary: Provide technical assistance and support for the new web-based platforms (i.e. FITSTATS and SportWalls) and the associated electronic tools (i.e Chrombooks). Coordinate the district-wide implementation of new technologies associated with grant activities. Other duties as assigned by supervisor.

General Qualifications/Job Requirements:

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

Duties and Responsibilities:

- Oversee and supply technical support for the PEP Grant instructional tools and programs related to the all technological aspects of the PEP Grant activities.
- Develop self-assessment checklists to determine comfort and skill levels of physical education teachers in relationship to the new programs. Assist and provide 1:1 technical assistance in person or by phone as needed.
- Serve as expert technology resource person for PEP Grant as to create and update content on the website on a regular basis including video, PowerPoint, Word document, graphics, and pdfs.
- Model the integration of technology.
- Communicate on a regular basis with physical education teachers to assess the implementation of grant-funded technology.
- Represent the District on appropriate community committees and groups pertaining to the PEP Grant.
- Participate in subject area professional organizations and conventions at the local, district, and national levels.

Appendix F: PEP Job Descriptions

PEP Grant Project Manager Qualifications

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

General Qualifications/Job Requirements:

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

Duties and Responsibilities:

- Oversee and coordinate the implementation of the PEP Grant (2013-2016).
- Coordinate the District physical education curriculum writing, development of curriculum materials, implementation and evaluation for PEP Grant.
- Schedule and supervise district-wide professional development activities.
- Serve as expert resource person for PEP Grant and maintain research based materials on current educational issues related to grant activities.
- Facilitate collaboration and integration of community resources.
- Model the integration of technology FITSTATS and SportWalls.
- Communicate on a regular basis with physical education teachers and update them on current issues.
- Communicate with principals and district administration concerning district PEP Grant programs and events.
- Order and update the PEP Grant purchase orders as needed.
- Represent the District on appropriate community committees and groups.

Appendix F: PEP Grant Administrative Assistant Job Description

Position Summary: Working under the supervision of the PEP Grant Program Manager, the .5 FTE Administrative Assistant oversees and manages all office procedures and other tasks as assigned.

Duties and Responsibilities:

1. Oversee all aspects of the general PEP Grant office coordination.
2. Maintain office calendar to coordinate work flow and meetings.
3. Maintain confidentiality in all aspects of client, staff and agency information.
4. Interact with teachers, vendors and visitors.
5. Perform general clerical duties to include, but not limited to, bookkeeping, copying, faxing, mailing and filing.
6. File and retrieve organizational documents, records and reports.
7. Create and modify documents such as invoices, reports, memos, letters and financial statements using word processing, spreadsheet, database and/or other presentation software such as Microsoft Office, QuickBooks or other programs.
8. May conduct research, compile data and prepare papers for consideration and presentation to the School Board staff and outside partners.
9. Set up and coordinate meetings and conferences.
10. Prepare agendas and make arrangements for committee, Board or other meetings.
11. Compile, transcribe and distribute minutes of meetings.
12. Make travel arrangements for staff, board and volunteers.
13. Collect and maintain inventory of PEP equipment and supplies.
14. Research, price and purchase PEP equipment and supplies according to district procedures

Knowledge, Skills and Abilities:

1. Computer literate with exceptional skills in word processing, spreadsheet programs, Google documents, spreadsheets and developing PowerPoint presentations
2. Good writing, analytical and problem-solving skills.
3. Knowledge of principles and practices of organization and records management.
4. Ability to communicate effectively.
5. Ability to operate standard office equipment, including but not limited to, computers, telephone systems, calculators, copiers and facsimile machines.

Appendix F: PEP Grant Lead Physical Education Teachers

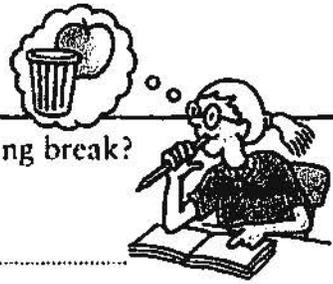
Position Summary: Working under the supervision of the PEP Grant Program Manager, the four Lead PE Teachers will interact and support all PEP grant activities pertaining to program implementation. Each Lead Teacher will receive an annual stipend of \$2,500.

Duties and Responsibilities:

1. Assist in 1:1 follow-up to PE teachers as needed in SPARK, VPE, and Student Health Force trainings.
2. Facilitate the GPRA data collection process (i.e., assist PE teachers in collecting student data correctly and in a timely manner). GPRA measures will include the following:
 - a. 5 of 6 Presidential Youth Fitness Program areas
 - b. 3 Day Physical Activity Recall Surveys
 - c. Fruit and Vegetable Consumption Surveys
 - d. Pedometer Data collection – 4 days for grades K-4; 7 days for Grades 5-12
3. Facilitate the Project-Specific data collection process, including:
 - a. PECAT assessments
 - b. Student Data to determine changes in students meeting State Standards

Note to PEP Grant Reviewers: The strategy to use Lead PE Teachers is in response to the huge data-collection burden placed upon school districts receiving Carol M. White PEP Grant funds under a new set of regulations and additional requirements. Without these individuals, it is highly unlikely that we will be able to collect the required GPRA data in a timely manner based on having to do 5 data collection cycles in the first year (2013-2014) and 4 data collection cycles in Years 2 and 3.

YESTERDAY AT SCHOOL



5 Did you have anything to eat or drink at morning break?
(What did you have)

.....

6 What did you do at morning break (interval) yesterday?



sit around



stand around



walk around



run around

7 Did you eat and drink anything for lunch yesterday? (What did you have?)

My Lunch

..... drink

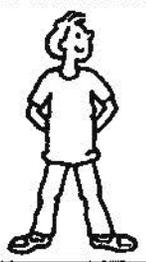
Draw your lunch here

8 What did you do at lunchtime yesterday?

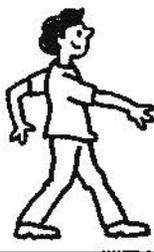
You can color in these activities



sit around



stand around



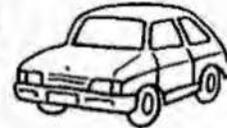
walk around



run around

AFTER SCHOOL

9 How did you travel home after school or your after school care yesterday?



walk

cycle

by bus

by car

10 Did you eat or drink anything when you were travelling home? (What did you have)



11 After school yesterday, did you:



go home?

go to a club (eg Brownies, Cubs, swimming, football?)

go to after school club?

12 Did you have anything to eat, or something to drink between the end of school (apart from the journey) and your evening meal? (What did you have?)



Day in the Life Questionnaire (9-11 years)

This is a form about what you did this morning and yesterday. There are 23 questions. It is not a test so there are no right or wrong answers. The important thing is that you answer the questions truthfully and try your hardest to remember what you did and what you had to eat and drink. Here is an example:

2. Did you have anything to eat or drink at home this morning?

No Yes

Follow the arrows!

What did you have to eat or drink?

.....
.....
.....
.....
.....

Write down EVERYTHING you can remember!

3. How did you travel to school this morning?

The diagram shows a flow from question 2 to two boxes: 'No' and 'Yes'. A checkered arrow points from 'Yes' to a box with five dotted lines for writing. A checkered arrow points from 'No' down to question 3. A checkered arrow points from the writing box down to question 3. A cartoon child is next to a speech bubble that says 'Write down EVERYTHING you can remember!'.

If you didn't have anything to eat or drink at home this morning, you should put a tick in the box that says 'No'. You should then follow the arrow to the next question.

If you did have something to eat or drink at home this morning you should put a tick in the box that says 'Yes'. You should then follow the arrow to the box with the blank lines and write down everything you had to eat and drink. It is important that you try hard to remember exactly what you had to eat and drink and that you write down everything. Once you are sure that you have remembered everything you should follow the arrow to the next question.

All your answers are a secret between you and the people helping you fill out the form. Nobody else will see your answers. Please don't talk to anyone else while you are filling in the form and try not to let anyone else see what you put down.

If there is anything you don't understand or any words that you are not sure about then make sure you ask. There is no rush so you can take as long as you like.

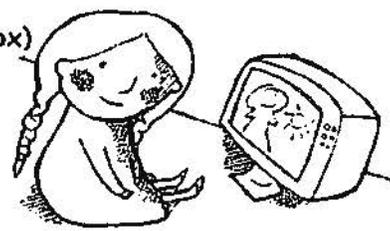
What did you do this morning?

1. Did you watch television at home this morning?

No

Yes

(Put a tick in the correct box)



2. Did you have anything to eat or drink at home this morning?

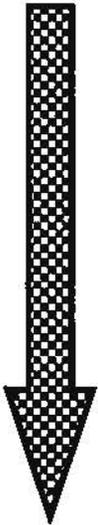
No

Yes

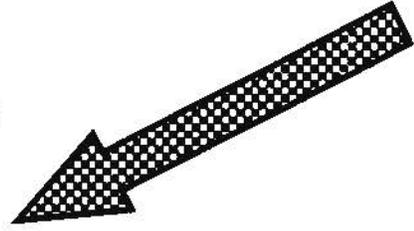


What did you have to eat or

.....
.....
.....
.....



Follow the arrows!



Write down
EVERYTHING
you can
remember!



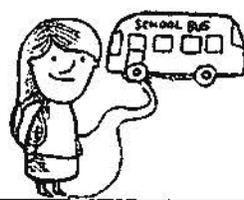
3. How did you travel to school this morning?



walk



cycle



by bus

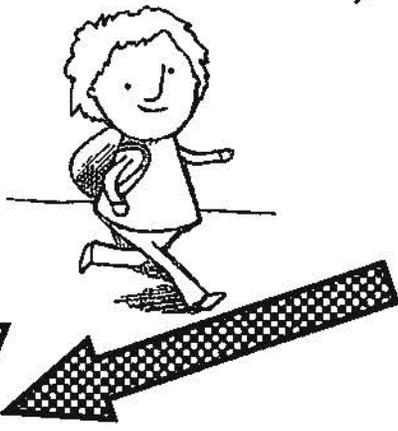
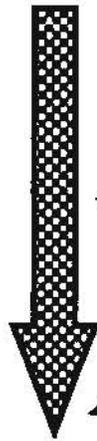


by car

4. Did you have anything to eat or drink on the way to school this morning?

No

Yes



What did you have to eat or

.....
.....
.....
.....

Anything else?

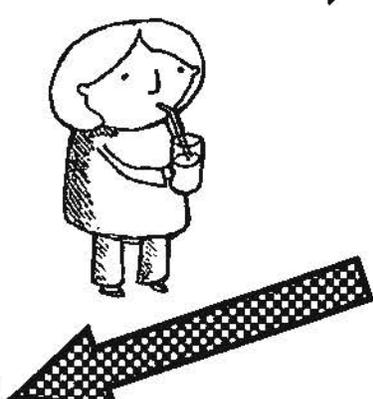


If so, WRITE IT

5. Did you have anything to eat or drink at school this morning, before class started?

No

Yes



What did you have to eat or drink?

.....
.....
.....
.....

Write down EVERYTHING you can



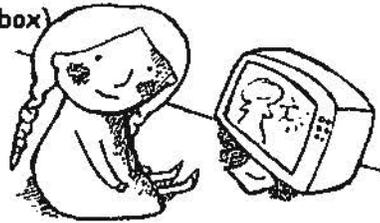
What did you do yesterday?

6. Did you watch television at home yesterday morning?

No

Yes

(Put a check in the correct box)



7. Did you have anything to eat or drink at home yesterday morning?

No

Yes



What did you have to eat or

.....
.....
.....
.....

Have you written down EVERYTHING?



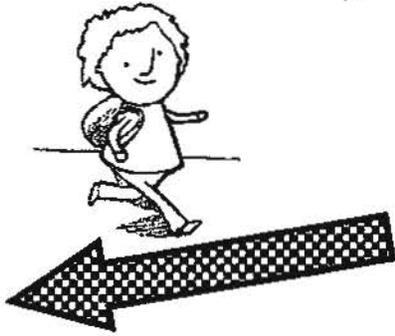
8. How did you travel to school yesterday morning?

			
walk	cycle	by bus	by car

9. Did you have anything to eat or drink on the way to school yesterday morning?

No

Yes



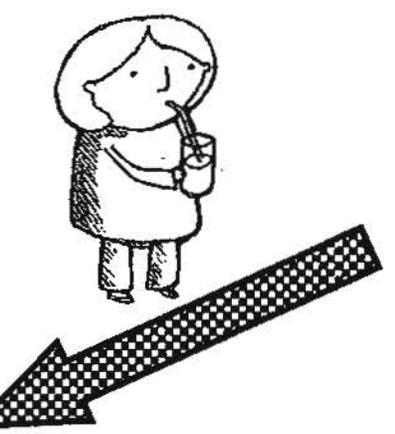
What did you have to eat or

.....
.....
.....
.....

10. Did you have anything to eat or drink at school yesterday morning, before class started?

No

Yes



What did you have to eat or

.....
.....
.....
.....



Have you remembered everything?

Have you written down EVERYTHING?



11. What did you do at morning break (interval) yesterday?

sat around	stood around	walked around	ran around

12. Did you have anything to eat or drink at morning break yesterday?

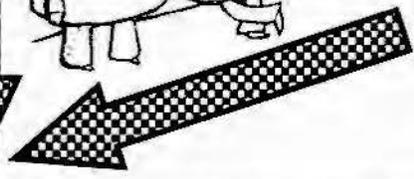
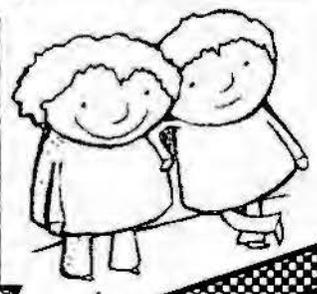
No

Yes



What did you have to eat or drink?

.....
.....
.....



Have you forgotten anything?



13. What did you do at lunchtime yesterday?



sat around



stood



walked

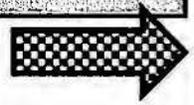


ran around

14. Did you have anything to eat or drink at lunchtime yesterday?

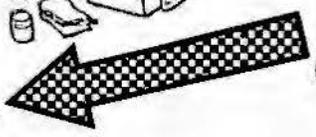
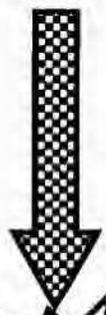
No

Yes



What did you have to eat or drink?

.....
.....
.....
.....

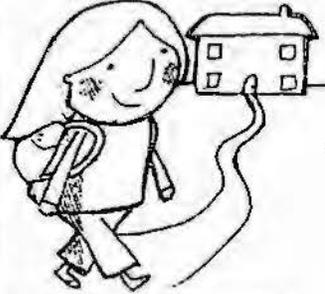


Anything else?



If so, WRITE IT

15. What did you do after school yesterday?

		
went home	went to an after school club	went somewhere else

16. How did you travel home after school yesterday?

			
walk	cycle	by bus	by car

17. Did you play outside after school yesterday?

No

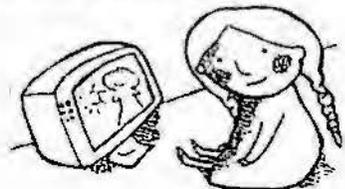
Yes



18. Did you watch television after school yesterday?

No

Yes



19. Did you have anything to eat or drink on your way home yesterday? Or anything to eat or drink between the end of school and your evening meal?

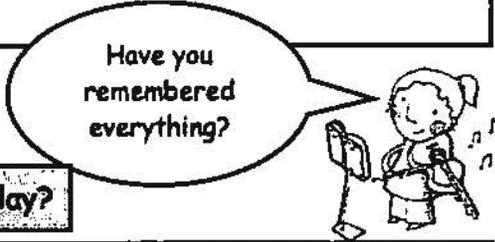
No Yes

What did you have to eat or drink?

.....

.....

.....



20. Did you have an evening meal yesterday?

No Yes

What did you have to eat or

.....

.....

.....

.....



21. What did you do after your evening meal yesterday? (If you didn't have an evening meal, write down what you did before you went to bed.)

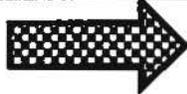
.....

.....

22. Did you have anything else to eat or drink after your evening meal yesterday or before you went to bed?

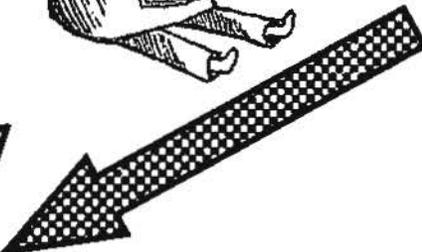
No

Yes



What did you have to eat or

.....
.....
.....
.....



Anything else?



23. Did you have anything else to eat or drink yesterday that you haven't already put on this form?

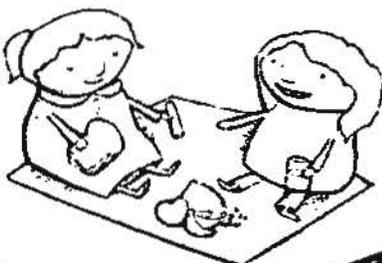
No

Yes



What did you have to eat or drink?

.....
.....
.....
.....
.....



The End!

Anything else?



Thanks for your help!



If so, WRITE IT

NCI By Meal Screener (Thompson, et al.)

- Think about what you usually ate last month.
- Please think about all the fruits and vegetables that you ate last month. Include those that were:
 - raw and cooked,
 - eaten as snacks and at meals,
 - eaten at home and away from home (restaurants, friends, take-out), and
 - eaten alone and mixed with other foods
- Report how many times per month, week, or day you ate each food, and if you ate it, how much you usually had.
- If you mark "Never" for a question, follow the "Go to" instruction.
- Choose the best answer for each question. Mark only one response for each question.

1. Over the last month, how many times per month, week, or day did you drink 100% fruit juice such as orange, apple, grape, or grapefruit juice? Do not count fruit drinks like Kool-Aid, lemonade, Hi-C, cranberry juice drink, Tang, and Twister. Include juice you drank at all mealtimes and between meals.

- | | | | | | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> | 8 <input type="checkbox"/> | 9 <input type="checkbox"/> | 10 <input type="checkbox"/> |
| Never | 1-3 times | 1-2 times | 3-4 times | 5-6 times | 1 times | 2 times | 3 times | 4 times | 5 or more |
| (Go to | Last | per week | per week | per week | per day | per day | per day | per day | times |
| question | month | | | | | | | | per day |
| 2) | | | | | | | | | |

1a. Each time you drank 100% juice, how much did you usually drink?

- | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Less than ¼ cup | ¾ to 1¼ cup | 1¼ to 2 cups | More than 2 cups |
| (less than 6 ounces) | (6 to 10 ounces) | (10 to 16 ounces) | (more than 16 ounces) |

2. Over the last month, how often did you eat lettuce salad (with or without other vegetables)?

- | | | | | | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-------------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> | 8 <input type="checkbox"/> | 9 <input type="checkbox"/> | 10 <input type="checkbox"/> |
| Never | 1-3 times
last
month | 1-2 times
per week | 3-4 times
per week | 5-6 times
per week | 1 times
per day | 2 times
per day | 3 times
per day | 4 times
per day | 5 or more
times
per day |

2a. Each time you ate lettuce salad, how much did you usually eat?

- | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| About 1/4 cup | About 1 cup | About 2 cups | More than 2 cups |

3. Over the last month, how often did you eat French fries or fried potatoes?

- | | | | | | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-------------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> | 8 <input type="checkbox"/> | 9 <input type="checkbox"/> | 10 <input type="checkbox"/> |
| Never | 1-3 times
last month | 1-2 times
per week | 3-4 times
per week | 5-6 times
per week | 1 times
per day | 2 times
per day | 3 times
per day | 4 times
per day | 5 or more
times
per day |

3a. Each time you ate French fries or fried potatoes, how much did you usually eat?

- | | | | |
|--|--------------------------------|-----------------------------------|--|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Small order or less
(About 1 cup or less) | Medium order
(About 2 cups) | Large order
(About 1 1/2 cups) | Super Size order or more
(About 3 cups or more) |

4. Over the last month, how often did you eat other white potatoes? Count baked, boiled, and mashed potatoes, potato salad, and white potatoes that were not fried.

- | | | | | | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-------------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> | 8 <input type="checkbox"/> | 9 <input type="checkbox"/> | 10 <input type="checkbox"/> |
| Never | 1-3 times
last month | 1-2 times
per week | 3-4 times
per week | 5-6 times
per week | 1 times
per day | 2 times
per day | 3 times
per day | 4 times
per day | 5 or more
times
per day |

4a. Each time you ate these potatoes, how much did you usually eat?

- | | | | |
|---|---------------------------------|----------------------------------|--|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| 1 small potato or less
(½ cup or less) | 1 medium potato
(¾ to 1 cup) | 1 large potato
(1 to 1½ cups) | 2 medium potatoes or more
(1½ cups or more) |

5. Over the last month, how often did you eat cooked dried beans? Count baked beans, bean soup, refried beans, pork and beans and other bean dishes.

- | | | | | | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-------------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> | 8 <input type="checkbox"/> | 9 <input type="checkbox"/> | 10 <input type="checkbox"/> |
| Never | 1-3 times
last month | 1-2 times
per week | 3-4 times
per week | 5-6 times
per week | 1 times
per day | 2 times
per day | 3 times
per day | 4 times
per day | 5 or more
times
per day |

5a. Each time you ate these beans, how much did you usually eat?

- | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Less than ½ cup | ½ to 1 cup | 1 to 1½ cups | More than 1½ cups |

Now, divide your waking hours into three time periods:

- MORNING
- LUNCHTIME AND AFTERNOON
- SUPPERTIME AND EVENING

Please think about the foods you ate during each of those time periods over the last month.

MORNING

6. Think about all the foods you ate at your morning meal and snacks over the last month. On how many days did you eat fruit for your morning meal or morning snacks? Count any kind of fruit—fresh, canned, and frozen. Do not count juices.

- | | | | | | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-------------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> | 8 <input type="checkbox"/> | 9 <input type="checkbox"/> | 10 <input type="checkbox"/> |
| Never | 1-3 times
last month | 1-2 times
per week | 3-4 times
per week | 5-6 times
per week | 1 times
per day | 2 times
per day | 3 times
per day | 4 times
per day | 5 or more
times
per day |

6a. When you ate fruit in the morning, what is the total amount of fruit that you usually ate in a morning?

1 2 3 4
Less than 1 medium fruit **1 medium fruit** **2 medium fruits** **More than 2 medium fruits**

- OR -

1 2 3 4
Less than ¼ cup **About ¼ cup** **About 1 cup** **More than 1 cup**

7. Think about all the foods you ate at your morning meal and morning snacks. On how many days did you eat **vegetables** for your morning meal or morning snacks?

- DO NOT COUNT:**
- Lettuce salads
 - White potatoes
 - Cooked dried beans
 - Vegetables in mixtures, such as in sandwiches, omelets, casseroles, Mexican dishes, stews, stir-fry,
 - Rice

COUNT:

- All other vegetables — raw, cooked, canned, and frozen

1 2 3 4 5 6
Never **1-3 days** **1-2 days** **3-4 days** **5-6 days** **Every**
(Go to question 8) **last month** **per week** **per week** **per week** **day**

7a. When you ate **vegetables** in the morning, what is the total amount of **vegetables** that you usually ate in a morning?

1 2 3 4
Less than ¼ cup **½ to 1 cup** **1 to 2 cups** **More than 2 cups**

LUNCHTIME AND AFTERNOON

8. Think about all the foods you ate at lunchtime and for your afternoon snacks last month. On how many days did you eat fruit at lunchtime or for your afternoon snacks? Count any kind of fruit — fresh, canned, and frozen. Do not count juices.

- | | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> |
| Never | 1-3 days | 1-2 days | 3-4 days | 5-6 days | Every |
| (Go to question 8) | last month | per week | per week | per week | day |

8a. When you ate fruit at lunchtime or for your afternoon snacks, what is the total amount of fruit that you usually ate then?

- | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Less than 1 medium fruit | 1 medium fruit | 2 medium fruits | More than 2 medium fruits |

- OR -

- | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Less than ½ cup | About ½ cup | About 1 cup | More than 1 cup |

9. Think about all the foods you ate at lunchtime and for your afternoon snacks. On how many days did you eat vegetables at lunchtime or for your afternoon snacks?

- DO NOT COUNT:**
- Lettuce salads
 - White potatoes
 - Cooked dried beans
 - Vegetables in mixtures, such as in sandwiches, omelets, casseroles,
 - Rice
- COUNT:**
- All other vegetables —raw, cooked, canned, and frozen

- | | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> |
| Never | 1-3 days | 1-2 days | 3-4 days | 5-6 days | Every |
| (Go to question 8) | last month | per week | per week | per week | day |

9a. When you ate vegetables at lunchtime or for your afternoon snacks, what is the total amount of vegetables that you usually ate then?

1
Less than ½ cup

2
½ to 1 cup

3
1 to 2 cups

4
More than 2 cups

SUPPERTIME AND EVENING

10. Think about all the foods you ate at supper and for your evening snacks last month. On how many days did you eat fruit at supper or for your evening snacks? Count any kind of fruit—fresh, canned, and frozen. Do not count juices.

1
Never
(Go to question 8)

2
1-3 days
last month

3
1-2 days
per week

4
3-4 days
per week

5
5-6 days
per week

6
Every
day

10a. When you ate fruit at suppertime or for your evening snacks, what is the total amount of fruit that you usually ate then?

1
Less than 1 medium fruit

2
1 medium fruit

3
2 medium fruits

4
More than 2 medium fruits

- OR -

1
Less than ½ cup

2
About ½ cup

3
About 1 cup

4
More than 1 cup

11. Think about all the foods you ate at supper and for your evening snacks. On how many days did you eat vegetables at supper or for your evening snacks?

- DO NOT COUNT:**
- Lettuce salads
 - White potatoes
 - Cooked dried beans
 - Vegetables in mixtures, such as in sandwiches, omelets, casseroles,
 - Rice

COUNT:

- All other vegetables —raw, cooked, canned, and frozen

1 **Never**
(Go to question 8)

2 **1-3 days**
last month

3 **1-2 days**
per week

4 **3-4 days**
per week

5 **5-6 days**
per week

6 **Every**
day

11a. When you ate vegetables at supper or for your evening snacks, what is the total amount of vegetables that you usually ate

1 **Less than ½ cup**

2 **½ to 1 cup**

3 **1 to 2 cups**

4 **More than 2 cups**

These last few questions ask about how often you ate particular foods at any time of the day.

12. Over the last month, how often did you eat tomato sauce? Include tomato sauce on pasta or macaroni, rice, pizza and other dishes.

1 **Never**

2 **1-3 times**
last month

3 **1-2 times**
per week

4 **3-4 times**
per week

5 **5-6 times**
per week

6 **1 times**
per day

7 **2 times**
per day

8 **3 times**
per day

9 **4 times**
per day

10 **5 or more**
times
per day

12a. Each time you ate tomato sauce, how much did you usually eat?

1
Less than ¼ cup

2
About ¼ cup

3
About 1 cup

4
More than 1 cup

13. Over the last month, how often did you eat vegetable soups? Include tomato soup, gazpacho, and beef with rice?

1
Never

2
1-3 times
last month

3
1-2 times
per week

4
3-4 times
per week

5
5-6 times
per week

6
1 times
per day

7
2 times
per day

8
3 times
per day

9
4 times
per day

10
5 or more
times
per day

13a. When you ate vegetable soup, how much did you usually eat?

1
Less than 1 cup

2
1 to 2 cups

3
2 to 3 cups

4
More than 3 cups

14. Over the last month, how often did you eat mixtures that included vegetables? Count such foods as sandwiches, casseroles, stews, stir-fry, omelets, and tacos.

1
Never

2
1-3 times
last month

3
1-2 times
per week

4
3-4 times
per week

5
5-6 times
per week

6
1 times
per day

7
2 times
per day

8
3 times
per day

9
4 times
per day

10
5 or more
times
per day

Appendix H

PEP Grant Timeline for Years 2-3

Year 2 and 3 Timeline Charts: The timeline charts found on the following pages describe when the grant activities will take place, how and by whom each aspect of the project will be managed. Budget information can be found in the required detailed budget and budget narrative sections.

Carol M. White PEP Grant Timeline Year 2

Month	Planned Activities	Responsible
Late August – Sept, Year 2	<ul style="list-style-type: none"> (1) Host principals and Central Office meeting to review all of Year 2 PEP Grant activities with key leadership. (2) Share Year 1 PEP Report with all PE teachers at “Back-to-School” meeting, continue with planned staff development workshops. (3) On-going staff development for all PE Teachers (4) On-going oversight on all grant equipment purchases to ensure equipment is placed in all schools and community partners. (5) On-going communication between all schools, principals. (6) Remind PE teachers and principals of quarterly GPRA data collection schedule. (7) Train all PE teachers on the use of the Project Adventure Course. (9) Make additional grant related purchases as outlined in the budget. 	Scott Stuart, GPM, GMT members, PE Teachers, Lead PE Teachers
Oct–Dec Year 2	<ul style="list-style-type: none"> (1) On-going staff development for all PE teachers (2) On-going oversight on all grant equipment purchases to ensure equipment is placed in all schools as soon as possible. (3) On-going communication between all schools, principals (4) Collection of required first quarter GPRA data by the end of November and 3 additional times (at end of each 10 weeks). (5) Meeting with PEP Grant Evaluator, PEC, PEP Staff, and community partners to discuss First Quarter GPRA results and make adjustments. (6) Present First Quarter Data to Central Office and School Board. (7) Send designated staff to NY State Convention. 	Scott Stuart, GPM, GMT members, PE Teachers, Lead PE Teachers
Jan-Feb, Year 2	<ul style="list-style-type: none"> (1) On-going staff development for all PE teachers (2) On-going oversight on all grant equipment purchases to ensure equipment is placed in all schools as soon as possible. (3) On-going communication between all schools, principals (4) Collection of required second quarter GPRA data by the end of January and two additional times (at end of each 10 weeks). (5) Meeting with PEP Grant Evaluator, PEC, PEP Staff, and community partners to discuss Second Quarter GPRA results and make adjustments as needed. 	Scott Stuart, GPM, GMT members, PE Teachers, Lead PE Teachers

	(6) Present Second Quarter Data to Central Office and School Board.	
Mar-April, Year 2	<p>(1) On-going staff development for all PE teachers</p> <p>(2) On-going oversight on all grant equipment purchases to ensure equipment is placed in all schools and community partners.</p> <p>(3) On-going communication between all schools, principals</p> <p>(4) Collection of required third quarter GPRA data by the end of March and one additional time (at end of each 10 weeks).</p> <p>(5) Meeting with PEP Grant Evaluator, PEC, PEP Staff, and community partners to discuss Second Quarter GPRA results and make adjustments as needed.</p> <p>(6) Present Third Quarter Data to Senior Cabinet and School Board.</p> <p>(7) Complete draft PEP Grant Report for Office of Scott Stuart and Drug-Free Schools.</p> <p>(8) Send designated PE teachers to National AAHPERD Convention.</p>	Scott Stuart, GPM, GMT members, PE Teachers, Lead PE Teachers
May-June, Year 2	<p>(1) On-going staff development for all PE teachers</p> <p>(2) On-going oversight on all grant equipment purchases to ensure equipment is placed in all schools and community partners.</p> <p>(3) On-going communication between all schools, principals</p> <p>(4) Collection of required fourth quarter GPRA data by the end of March and one additional time (at end of each 10 weeks).</p> <p>(5) Meeting with PEP Grant Evaluator, PEC, PEP Staff, and community partners to discuss fourth Quarter GPRA results and adjustments as needed.</p> <p>(6) Present fourth Quarter Data to Senior Cabinet and School Board.</p> <p>(7) Submit PEP Grant Report for Office of Scott Stuart and Drug-Free Schools.</p>	Scott Stuart, GPM, GMT members, PE Teachers, Lead PE Teachers
July-August Year 2	<p>(1) On-going summer staff development for all PE Teachers</p> <p>(2) On-going oversight on all grant equipment purchases to ensure equipment is placed in all schools and community partners.</p> <p>(3) On-going communication between all schools, principals.</p> <p>(4) Meeting with PEP Grant Evaluator, PEC, PEP Staff, and community partners to discuss Year One GPRA and PEP Grant Report results. Meeting with PE teacher Lead teachers and additional representatives to make program adjustments for planned Year 2 PEP Grant activities.</p> <p>(6) Present fourth Quarter Data and Year 1 PEP Grant Report to Central Office and School Board.</p> <p>(7) Review Sustainability Plan with school district principals, Central Office, School Board, and community partners.</p>	Scott Stuart, GPM, GMT members, PE Teachers, Lead PE Teachers

Carol M. White PEP Grant Timeline Year 3

Month	Planned Activities	Responsible
Late August – Sept, Year 3	<p>(1) Host principals and Central Office meeting to review all of Year 2 PEP Grant activities with key leadership.</p> <p>(2) Share Year 1 PEP Report to all PE teachers at “Back-to-School” meeting, continue with planned staff development workshops.</p>	Scott Stuart, GPM, GMT members,

	<p>(3) On-going staff development for all PE Teachers</p> <p>(4) On-going oversight on all grant equipment purchases to ensure equipment is placed in all schools and community partners.</p> <p>(5) On-going communication between all schools, principals.</p> <p>(6) Remind all PE teachers and principals of quarterly GPRA data collection schedule.</p>	PE Teachers, Lead PE Teachers
Oct– Dec Year 3	<p>(1) On-going staff development for all PE teachers</p> <p>(2) On-going oversight on all grant equipment purchases to ensure equipment is placed in all schools as soon as possible.</p> <p>(3) On-going communication between all schools, principals</p> <p>(4) Collection of required first quarter GPRA data by the end of November and 4 additional times (at end of each 10 weeks).</p> <p>(5) Meeting with PEP Grant Evaluator, PEC, PEP Staff, and community partners to discuss First Quarter GPRA results and make adjustments as needed.</p> <p>(6) Present First Quarter Data to Senior Cabinet and School Board.</p> <p>(7) Send designated PE teachers to State AAHPERD Convention.</p>	Scott Stuart, GPM, GMT members, PE Teachers, Lead PE Teachers
Jan-Feb, Year 3	<p>(1) On-going staff development for all PE teachers</p> <p>(2) On-going oversight on all grant equipment purchases to ensure equipment is placed in all schools as soon as possible.</p> <p>(3) On-going communication between all schools, principals</p> <p>(4) Collection of required second quarter GPRA data by the end of January and two additional times (at end of each 10 weeks).</p> <p>(5) Meeting with PEP Grant Evaluator, PEC, PEP Staff, and community partners to discuss Second Quarter GPRA results and make adjustments as needed.</p> <p>(6) Present Second Quarter Data to Senior Cabinet and School Board.</p> <p>(7) Provide update to Sustainability Plan to school district principals, Senior Cabinet and School Board, and community partners.</p>	Scott Stuart, GPM, GMT members, PE Teachers, Lead PE Teachers
Mar- April, Year 3	<p>(1) On-going staff development for all PE teachers</p> <p>(2) On-going oversight on all grant equipment purchases to ensure equipment is placed in all schools and community partners.</p> <p>(3) On-going communication between all schools, principals</p> <p>(4) Collection of required third quarter GPRA data by the end of March and one additional time (at end of each 10 weeks).</p> <p>(5) Meeting with PEP Grant Evaluator, PEC, PEP Staff, and community partners to discuss Second Quarter GPRA results, adjustments as needed.</p> <p>(6) Present Third Quarter Data to Senior Cabinet and School Board.</p> <p>(7) Complete draft PEP Grant Report for Office of Scott Stuart and Drug-Free Schools.</p> <p>(8) Send designated PE teachers to National AAHPERD Convention.</p>	Scott Stuart, GPM, GMT members, PE Teachers, Lead PE Teachers
May-	(1) On-going staff development for all PE teachers	Scott Stuart,

<p>June, Year 3</p>	<p>(2) On-going oversight on all grant equipment purchases to ensure equipment is placed in all schools and community partners. (3) On-going communication between all schools, principals (4) Collection of required fourth quarter GPRA data by the end of March and one additional time (at end of each 10 weeks). (5) Meeting with PEP Grant Evaluator, PEC, PEP Staff, and community partners to discuss fourth Quarter GPRA results and make adjustments as needed. (6) Present fourth Quarter Data Central Office and School Board. (7) Submit PEP Grant Report for Office of Scott Stuart and Drug-Free Schools.</p>	<p>GPM, GMT members, PE Teachers, Lead PE Teachers</p>
<p>July- August Year 3</p>	<p>(1) On-going staff development for all PE Teachers (2) On-going oversight on all grant equipment purchases to ensure equipment is placed in all schools and community partners. (3) On-going communication between all schools, principals. (4) Meeting with PEP Grant Evaluator, PEC, PEP Staff, and community partners to discuss Year One GPRA and PEP Grant Report results. Meeting with PE teacher Lead teachers and additional representatives to make program adjustments for planned Year 2 PEP Grant activities. (5) Present fourth Quarter Data and Year 1 PEP Grant Report to Senior Cabinet and School Board. (6) Implement Sustainability Plan with school district principals, Senior Cabinet and School Board, and community partners.</p>	<p>Scott Stuart, GPM, GMT members, PE Teachers, Lead PE Teachers</p>

APPENDIX I PEP Grant Principal's Agreement Form

Certification Statement: By my signature below, I agree that our school and staff will participate in the school district's Carol M. White PEP Grant proposal. Through this agreement it is understood that our participating physical education program will receive addition equipment and support to enhance our students' physical education experience. This equipment will be solely put to use within the PE program (i.e., not to enhance the existing athletic program), allowing the students to be introduced to innovative ways of physical fitness and education.

In return for this equipment and on-going staff development training, our PE teachers will be required to submit the data for the program to enable analysis of the associated projects of the proposed Carol M. White PEP Grant application. This data will be submitted to the Central Office.

I understand that after this three year grant period is up, that all maintenance and replacement of PE equipment parts (i.e., treadmill belt) will be the responsibility of the school. Approximately \$2000 will be set aside on annual basis during these initial three years so that at least \$6000 will be available to serve in this capacity in Years 4 and on as needed.

It is further understood that the school or school district will not receive monetary reimbursement for the teacher's time spent on data collection during or beyond school hours. This is a part of the teacher's responsibility and will be handled as the school and physical education teacher see fit.

As an administrator, I will ensure that our teachers participate in the program to the best of their abilities, fulfilling the requirements placed before them as outlined in our submitted grant proposal. Additionally, I acknowledge that 10% of my time will be devoted to supporting the PEP Grant activities in my building and that 10% of my salary and benefits are considered in-kind funds for this grant.

Name of School: Queensbury Elementary School

School Administrator's Name: Patrick Pomerville

Signature: (b)(6)

Date: 4/11/13

PEP Grant Principal's Agreement Form

Certification Statement: By my signature below, I agree that our school and staff will participate in the school district's Carol M. White PEP Grant proposal. Through this agreement it is understood that our participating physical education program will receive addition equipment and support to enhance our students' physical education experience. This equipment will be solely put to use within the PE program (i.e., not to enhance the existing athletic program), allowing the students to be introduced to innovative ways of physical fitness and education.

In return for this equipment and on-going staff development training, our PE teachers will be required to submit the data for the program to enable analysis of the associated projects of the proposed Carol M. White PEP Grant application. This data will be submitted to the Central Office.

I understand that after this three year grant period is up, that all maintenance and replacement of PE equipment parts (i.e., treadmill belt) will be the responsibility of the school. Approximately \$2000 will be set aside on annual basis during these initial three years so that at least \$6000 will be available to serve in this capacity in Years 4 and on as needed.

It is further understood that the school or school district will not receive monetary reimbursement for the teacher's time spent on data collection during or beyond school hours. This is a part of the teacher's responsibility and will be handled as the school and physical education teacher see fit.

As an administrator, I will ensure that our teachers participate in the program to the best of their abilities, fulfilling the requirements placed before them as outlined in our submitted grant proposal. Additionally, I acknowledge that 10% of my time will be devoted to supporting the PEP Grant activities in my building and that 10% of my salary and benefits are considered in-kind funds for this grant.

Name of School: Queensbury Union Free School District
Intermediate School

School Administrator's Name: Kyle L. Gannon

Signature: (b)(6) Date: 4/11/13

PEP Grant Principal's Agreement Form

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In return for this equipment and on-going staff development training, our PE teachers will be required to submit the data for the program to enable analysis of the associated projects of the proposed Carol M. White PEP Grant application. This data will be submitted to the Central Office.

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It is further understood that the school or school district will not receive monetary reimbursement for the teacher's time spent on data collection during or beyond school hours. This is a part of the teacher's responsibility and will be handled as the school and physical education teacher see fit.

As an administrator, I will ensure that our teachers participate in the program to the best of their abilities, fulfilling the requirements placed before them as outlined in our submitted grant proposal. Additionally, I acknowledge that 10% of my time will be devoted to supporting the PEP Grant activities in my building and that 10% of my salary and benefits are considered in-kind funds for this grant.

Name of School: Queensbury Middle School

School Administrator's Name: RICHARD KEYS

Signature: (b)(6)

Date: 4/11/18

PEP Grant Principal's Agreement Form

Certification Statement: By my signature below, I agree that our school and staff will participate in the school district's Carol M. White PEP Grant proposal. Through this agreement it is understood that our participating physical education program will receive additional equipment and support to enhance our students' physical education experience. This equipment will be solely put to use within the PE program (i.e., not to enhance the existing athletic program), allowing the students to be introduced to innovative ways of physical fitness and education.

In return for this equipment and on-going staff development training, our PE teachers will be required to submit the data for the program to enable analysis of the associated projects of the proposed Carol M. White PEP Grant application. This data will be submitted to the Central Office.

I understand that after this three year grant period is up, that all maintenance and replacement of PE equipment parts (i.e., treadmill belt) will be the responsibility of the school. Approximately \$2000 will be set aside on annual basis during these initial three years so that at least \$6000 will be available to serve in this capacity in Years 4 and on as needed.

It is further understood that the school or school district will not receive monetary reimbursement for the teacher's time spent on data collection during or beyond school hours. This is a part of the teacher's responsibility and will be handled as the school and physical education teacher see fit.

As an administrator, I will ensure that our teachers participate in the program to the best of their abilities, fulfilling the requirements placed before them as outlined in our submitted grant proposal. Additionally, I acknowledge that 10% of my time will be devoted to supporting the PEP Grant activities in my building and that 10% of my salary and benefits are considered in-kind funds for this grant.

Name of School: Queensbury High School

School Administrator's Name: Dominic Switzer

Signature: (b)(6)

Date: 4/11/13

Carol M. White PEP GRANT Program Proposal**Table of Contents**

Project Abstract	iii
Project Narrative	1
1. Need for the Project	1
A. School Health Index Results	2
B. Project Goals and Associated Projects	5
2. Significance	11
3. Quality of Project Design	12
A. Build capacity and sustainability	12
B. Project Reflects Up-to-Date Knowledge	13
C. Project Represents an Exceptional Approach	16
D. Integration of Policy Requirements	17
4. Adequacy of Resources	19
5. Quality of the Management Plan	20
6. Quality of the Project Evaluation Plan	22
7. Appendices	
A. School Health Index Score Cards	
B. New York State Standards for Physical Education	
C. Resumes for Project Director	
D. Program Assurances	
E. Priority 2 Partnership Agreements	
F. PEP Grant Job Descriptions	
G. Surveys to be Used in Grades K-8	
H. Timeline for Years 2 and 3 Implementation	
I. Principals' Letters of Support	

Queensbury Union Free School District
New York

**“Queensbury on Track to Fitness”
The Queensbury Union Free School District Model**

Carol M. White PEP Grant Program
CFDA #84.215F

Submitted to the
United States Department of Education
Office of Safe & Drug-Free Schools

April 12, 2013

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant NY-020

b Program/Project NY-020

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

17. Proposed Project:

* a. Start Date: 10/01/2013

* b. End Date: 09/30/2016

18. Estimated Funding (\$):

* a. Federal	1,074,826.00
* b. Applicant	(b)(4)
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: Dr. * First Name: Douglas
Middle Name:
* Last Name: Huntley
Suffix:

* Title: Superintendent of Schools

* Telephone Number: 518-824-5602 Fax Number: 518-793-4476

* Email: dhuntley@queensburyschool.org

* Signature of Authorized Representative: Completed by Grants.gov upon submission * Date Signed: Completed by Grants.gov upon submission

(b)(6)

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>(b)(6)</p> <p>Completed on submission to Grants.gov</p>	<p>* TITLE</p> <p>Superintendent of Schools</p>
<p>* APPLICANT ORGANIZATION</p> <p>Queensbury Union Free School District</p>	<p>* DATE SUBMITTED</p> <p>Completed on 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 Queensbury Union Free School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Douglas Middle Name:
* Last Name: Huntley	Suffix:
* Title: Superintendent of Schools	
* SIGNATURE: Completed on submission to Grants.gov (b)(6)	* DATE: Completed on submission to Grants.gov

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Queensbury Union Free School District

Budget Narrative

In-Kind Match:

Year 1 -	(b)(4)
Year 2 -	
Year 3 -	

*** Note:** Attached after this narrative is a complete breakdown of each cost in spreadsheet form.

Carol M. White PEP Grant Budget Narrative

Salaries: Personnel salaries are funded in our grant project for Years 1-3. A full time (1.0 FTE) PEP Grant Program Manager will be hired to manage the grant activities. This person will work the regular school year plus 20 days in the summer. This position will play a critical role in overseeing the implementation of the grant projects. This person will ensure that all equipment and supplies are purchased in coordination with the Supervising Administrator (Scott Stuart), that all professional development is carried out, that all data is collected in a timely manner, and ultimately that students are spending more time in physical activity, eating healthier meals and working on individualized fitness plans. (b)(1) % of the Supervising Administrator’s salary has been included in the in-kind funds from the district.

A part-time administrative assistant will be hired to provide clerical support for all grant functions (i.e. budget requests, POs, travel, correspondences, etc). This person will work during the regular school year and not in the summer. A part-time Technology Specialist will be hired

by the district to support and offer technical support for teachers. This will be part of the in-kind funds from the district. Also, (b)(7) % of the four principals' salaries and (b)(7) % of the Director of Technology's salary is included in the in-kind funds to support the implementation of the programs in each of the buildings. It is estimated that each of these administrators will spend (b)(7) % of their time supervising the classes, supervising the new PE teacher (principals), and supporting the new technology being used in the program (Director of Technology). Costs for substitutes are fixed at the negotiated rate of \$ (b)(7) per day. This covers the cost of substitutes when certified staff are attending professional development outside of school.

In-kind contributions are calculated for the Supervising Administrator (Scott Stuart) at (b)(7) % of salary in accordance with expectations for the amount of time during the workday that he will be devoting to the project. A Lead Physical Education Teacher will be named in each of the four buildings. They will be paid a stipend of \$ (b)(4) a year for each of three years. This stipend is commensurate with the stipends of other lead teachers in the district. They are expected to provide a minimum of five hours of support to the physical education teachers in their buildings. Our district has found that the most beneficial professional development (PD) and sustainability of the PD is to have teacher leaders supporting teachers within the building on a regular basis. The district will also hire one full-time physical education teacher who will provide structured recess for each of the classes in grades K-5 in order to assist in meeting the time requirements for physical education. This teacher will also provide after school activities for middle and high school students using the fitness rooms, outside equipment, and the Project Adventure Course.

Fringe Benefits: Fringe benefits are calculated at a rate of (b)(7) % of salaries as established by the district's Assistant Superintendent for Business. The fringe benefits for the Supervising Administrator, the four principals and the Director of Technology are included in the in-kind

funds. Benefits for the new physical education teacher and support personnel are included in the federal portion of the budget.

Travel: Expenses to send one person to the required PEP grant training in Washington, DC have been included as well as all expenses related to sending physical education personnel to a national conference, for five people to present at a national conference, for our 16 staff members to attend a state level conference and for the travel expenses of the program evaluator and any other travel expenses for training in Project Adventure, Sportwalls, etc.

Equipment: Equipment will be purchased for the middle and high school fitness rooms. These include treadmills, motion trainers, elliptical machines, and virtual reality bikes. This equipment is typically found in the local YMCA or fitness company ((Planet Fitness). In order for students to have choice and develop individual fitness plans, this equipment must be available. Students will also feel more comfortable using this type of equipment in the community and as adults. This equipment supports the goals of the grant proposal. The Sportwalls will be used in each of the four gymnasiums. They provide highly motivating physical activity that is fun and engaging. They are wireless and can be easily transported to varying areas such as the cafeteria if necessary for additional physical activity space. The Project Adventure Course for outdoor elements will be purchased to be used cooperatively with the Queensbury Town Recreation Department. This will support the after school hours involvement of our students and families to help them maintain their fitness levels.

Materials/Supplies: Material and supplies are estimated at vendor-supplied costs. Otherwise, all purchases are made in accordance with established school district accounting, budgeting, and state contract policies. Purchases of equipment pieces, all with unit costs less than \$5,000, are

included in this category. Chromebook tablets (16) will be purchased for all PE teachers as to access FITSTATS web based assessment system. These are necessary to track student's individualized fitness plans. The Chromebook has been found to be the best solution by our technology department.

In addition 300 pedometers will be purchased at \$35 each plus 10% shipping to provide GPRA reporting measures for the four schools within the district. Additional supplies will be purchased for the fitness centers. These include weight training supplies (bars and collars, plates and bumpers, dumbbells and racks, and medicine balls). In order to make the best use of our outdoor space, the district will purchase mountain bikes, cross country skis, and snowshoes. All of these activities can be lifelong activities for our students. This supports the goal of student choice, individualized fitness plans and minutes in physical activity.

Indirect costs: These were not included in the budget.

Contracts/Consultants: Costs for contracted services are estimated at local market rates. Expenses for consultants are as stated by the consultants and agencies and consistent with the school district's standards. Expenses for the evaluation are estimated to approximate 5% of the total budget, consistent with expectations for a thorough evaluation of the project. Also included in this section of the budget are expenses for trainers to come to the district to provide training on the Sportwalls and Project Adventure Course. Also included would be any additional training need for fitness center equipment and outdoor equipment.

DETAILED BUDGET-Queensbury Union Free School District

Part 5 - Other Budget Information

Budget Detail

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

	Year 1	Year 2	Year 3	Year 1 In-Kind	Year 2 In-Kind	Year 3 In-Kind
PERSONNEL				(b)(4)		
IN KIND: Supervising Administrator (7) % of time and effort in each year of the grant project, based on current salary)						
IN KIND: Principals and Director of Technology (1) % of time and effort in each year of the grant based on current salary)						
Technology Specialist to support technology related to the grant -FITSTATS and Sportwalls, (1) FTE						
Grant Program Manager (1 FTE, 11 MO, based on Lead Teacher salary schedule, 0-10 years experience, graduate degree) Based on 2% annual raises each year.	\$55,982	\$57,102	\$58,244			
Administrative Ass't to support all grant activities (.5FTE, 10 MO).	\$6,297	\$6,423	\$6,551			
Physical Education Teacher (1 FTE) Based on BS and MS degrees on an entry level	\$42,790	\$43,646	\$44,519			
Stipend for 4 Physical Education Lead Teachers 5 hours per week for a total of 200 hours	\$10,000	\$10,000	\$10,000			
Certified teacher substitutes, permitting						

teachers to attend professional staff development programs on project activities in the grant and proper use of physical education equipment, materials and supplies (estimated for 50 substitutes per year at \$100 per substitute)	\$5,000	\$5,000	\$5,000
Personnel Subtotal	\$120,069	\$122,171	\$124,314
FRINGE BENEFITS			
IN KIND: Fringe Benefit Package @ (b) % of annual salary.			
PEP Grant Program Staff Fringe Benefit Package @ (b) % of annual salary.			
Fringe Benefits Subtotal			
TRAVEL			
Travel for one person to attend the 2-day project director's meeting, estimated at \$2,500 per person to include travel, hotel, and per diem)	\$2,500		
Travel for two persons to attend the 3-day OSDFS National conference (estimated at \$2,500 per person to include travel, hotel, and per diem)	\$5,000	\$5,000	\$5,000
Travel for Program Manager and four PE teachers (5 staff total) to a national professional conference to present findings and results of grant project (estimated at \$2,500 to include registration, mid-week airfare, ground transportation, lodging and meals)	\$12,500	\$12,500	\$12,500
Travel for teachers to attend staff development opportunities related to the grant (i.e. State AHPERD). 15 staff at \$800 to include registration, ground transportation, lodging and meals.	\$12,000	\$12,000	\$12,000
Travel for project evaluators, consultants/presenters, program manager and program director.	\$6,000	\$6,000	\$6,000

(b)(4)

8 trips @ \$750/trip						
<i>Travel Subtotal</i>	\$38,000	\$35,500	\$35,500			
EQUIPMENT (> \$5,000 per unit)						
Fitness Center Equipment - High School						
Precor Treadmill 885 - P - (3 units @ \$ 8,096)	\$26,713					
Plus 10% S&H						
Adaptive Motion Trainer (1 @ \$ 9,196)	\$10,115					
Plus 10% S & H						
Precor Ellipticals - X Trainer (2 units)	\$18,119					
10% S & H						
Virtual Reality Bikes - Espresso HD VR	\$26,978					
4 units w/ internet service						
10% S & H						
XerDance V3 Wireless Dance System	\$66,980					
XerPro Sportwall Training Station	\$75,980					
4 units @ \$18,995 (HS & MS)						
Xer Trainer Sportwall Training Station	\$59,980					
4 units @ \$ 14,995 (ES & IS)						
Fitness Center Equipment - Middle School						
Precor TRM833 Treadmill - 3 units		\$19,786				
Plus 10% S & H						
Precor 835 EFX Ellipticals - 3 units		\$19,786				
10% S & H						
Virtual Reality Bikes - Espresso HD VR		\$26,978				
4 units w/ internet service						
10% S & H						
Project Adventure - Outdoor Elements		\$71,500				
Low and High Elements Pkg.						
<i>Equipment Subtotal</i>	\$284,865	\$138,050				
SUPPLIES						
(see budget narrative for add'l information)						

FitStats - web based fitness assessment and reporting software	\$2,301	\$2,301	\$2,301			
Precor Discovery Line Lat Pulldown (S&H)	\$3,960					
Precor Discovery Line Abdominal (S & H)	\$3,960					
Precor Discovery Line Fly/Rear Deltoid (S & H)	\$4,554					
Weight Training Bars & Collars	\$3,890					
Olympic Plates & Bumpers	\$4,480					
Urethane dumbbells and racks	\$6,830					
GoFit Medicine Ball Pkg		\$220				
GoFit Pro Body Ball Pkg		\$390				
RollerBlade Skate in School Pkg	\$6,130					
Tubbs Snowshoes (40 Pr.@ \$ 80.)	\$3,200					
Nordic Ski Pkg (40 @ \$175.)	\$7,000					
All Terrain Bicycles (40 @ 250)	\$10,000					
Teacher Professional Books, Guides, memberships, etc.. 15 @ \$250	\$3,750	\$3,750	\$3,750			
Chromebook tablets-16 PEP Grant Program staff	\$4,000					
Pedometers (Digi-Walker, \$35 a unit) plus S/H 300 units	\$10,500					
Supplies Subtotal	\$74,555	\$6,661	\$6,051			
CONTRACTUAL (See budget narrative for additional information)						
Contracted services for project evaluation, estimated @ 5% of total budget, (approx. 360 hours contracted services @ \$225/hr, distributed over 3 years of grant project)	\$27,000	\$27,000	\$27,000			

Contracted services to provide inservice training on Sportwalls, Project Adventure Course and fitness room equipment	\$7,090	\$500	\$500
Contractual Subtotal	\$34,090	\$27,500	\$27,500
OTHER			
Direct Costs (includes all subtotals)	\$551,579	\$329,882	\$193,365
Indirect Fees (calculated @ 5% on all direct costs except equipment)			
Total (Direct and Indirect costs)	\$551,579	\$329,882	\$193,365
Grant and in-kind fund totals	(b)(4)		
In-kind %age of total funds	(b)(4)		
Three year grant funded total	(b)(4)		

(b)(4)

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

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

Name of Institution/Organization

Queensbury Union Free 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	120,069.00	122,171.00	124,314.00			366,554.00
2. Fringe Benefits						
3. Travel	38,000.00	35,500.00	35,500.00			109,000.00
4. Equipment	284,865.00	138,050.00				422,915.00
5. Supplies	74,555.00	6,661.00	6,051.00			87,267.00
6. Contractual	34,090.00	27,500.00	27,500.00			89,090.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	551,579.00	329,882.00	193,365.00			1,074,826.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	551,579.00	329,882.00	193,365.00			1,074,826.00

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix: Mr.	First Name: Scott	Middle Name:	Last Name: Stuart	Suffix:
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Address:

Street1:	409 Aviation Road
Street2:	
City:	Queensury
County:	Warren County
State:	NY: New York
Zip Code:	12804
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
518-824-5687	518-824-4682

Email Address:
sstuart@queensburyschool.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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